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ABSTRACT

This report comes out of the 1974 Teacher Corps Conference, which was held to acquaint Teacher Corps personnel with new ideas to enhance their abilities to train interns to work with children with special needs. The first part of the report is composed of 18 speeches on topics such as: community involvement in education, ethnic diversity, discrimination, performance-based teacher education, handicapped children, and the past and future of Teacher Corps. The next part consists of seven reports based on small, informal skill sessions held to give participants opportunities to learn about competency-based teacher education and diagnostic-prescriptive teaching. The majority of the presentations stress the problems and issues which have contributed to the imperfect functioning of the public schools, and represent a commitment on the part of speakers to try to show how the Teacher Corps can be a tool in improving the public school system through creating effective models of what can be done. (CD)

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Teacher Corps Conference

A SHARING OF EXPERIENCES

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INTRODUCTION

Teacher Corps welcomes you to its Eighth and Ninth Cycle Staff Development Conference. We trust these next few days will be a catalytic influence in your efforts to have interns and cooperating teachers deliver human resource services more effectively and efficiently to the most precious treasure we have – our nation's children.

With this remark, Teacher Corps opened its Eighth and Ninth Cycle Training Conference in June 1974. The purpose of the conference was to expose Teacher Corps personnel from across the country to recent ideas, techniques, and materials for responding to the range of human differences encountered in the American classroom. Sessions were focused on such topics as diagnostic-prescriptive teaching, community-based teacher education, and institutional change.

During each of the five days of the conference, some time was devoted to major addresses, lectures, and panel discussions. The first section of this volume contains these presentations; the second section contains papers upon which some of the small group skill sessions were based.

SPEAKERS

TEACHER CORPS: YESTERDAY, TODAY, TOMORROW

William Smith

I would like to share some ideas with you this morning in the hope of fostering the conviction that the Teacher Corps challenge is really up to you who have the responsibility for "putting it all together" at the local level.

The January 1972 report of the Education and Labor Committee of the U.S. House of Representatives, entitled "Alternative Futures of American Education," contains an article by Michael Marron, an education futurist. He states that most education futurists agree that the basic, long-term, multifold trend in education will be a movement from closed teaching systems to open learning systems. This means a massive transformation of our present, homogeneous institutions that are inculcating the values of a linear, industrial society into a widely varying set of institutions that will encourage lifelong learning in a postindustrial society. In other words, we will move from the notion that the teacher should have the wherewithal to transmit cultural heritage to children, to the notion that there will be so many new options available to the students that the teacher will not be the transmitter, but the facilitator, of the learning process. Marron says that there are six reasons why this will happen.

1. the growing complexity of the state of enlightenment and ignorance;
2. the growing demand for a skilled labor force, plus a more sophisticated citizenry with a rising minimum level of functional literacy;
3. social and technological changes that increasingly require lifelong learning and unlearning;
4. increasing leisure, affluence, and access to higher positions through educational achievement, all of which will increase the demand for educational services;
5. mounting evidence that all people have a far greater capacity to learn than has been admitted;
6. obsolescent institutions, which are now requiring the retraining of personnel.

Marron argues that we have three alternatives regarding education in the future. The first is to do nothing about open learning systems and to continue living with conflict, simply because we will not face up to the need for examining the concepts of an open learning system.

The second alternative is what he calls "partial adaptation," meaning that some people will try one thing while others try another; but here the same arguments will continue and, again, this will not reveal to most people that there is an advantage in moving toward the open learning system. In moving to an open learning system we must first learn what the term really means. We are not talking about open classrooms. We are talking about the disparity among our educational institutions, and about education in its broader context—including all of the institutions, facilities, and media that are available and that will be incorporated as part of the open learning system.

The third alternative, of course, is to work toward the ideal state where everybody "puts it all together," and when this occurs, all institutions will change alike. Marron says that he does not really believe this will ever occur, but one thing he feels may happen is that so many people will move toward it that others will follow, realizing that by not responding to the growing sense of adaptation they are falling behind.

This pattern is similar to the competency-based teacher education movement. A number of people have said that competency-based teacher education and Teacher Corps are synonomous. I am willing to admit that at one time that may have been the case, and I will explain why—because I think it reflects what Marron said about open learning systems and the consequences of nonadaptation and conflict, partial adaptation, or total adaptation.

The competency-based teacher education movement began as a research and development model. In 1967 or 1968 an important research and development decision was made when the Bureau of Research within the U.S. Office of

Education stated that there were serious problems with elementary education and that new alternatives were needed. A way had to be found to get institutions to deliver. In the context of research and development, new models were needed. So the Bureau of Research selected nine major institutions across the country and gave them a couple of years and a total of five or six million dollars to develop what was called the "first generation." Then a decision was made in the research and development community, largely through the Bureau of Research, which said that *teacher education was not important!* It was not important mainly because there were as yet no reliable data that could show any direct relationship between (1) the amount of money expended on teacher training, (2) the impact of that training on the teachers, and (3) the impact of the behavioral changes of those teachers on kids. Also, because the baby boom was over, and since many people were writing about the ineffectiveness of schooling, the question arose as to whether resources should be used at all to experiment with changing elementary training. The decision was that the Bureau of Research would no longer continue to support research in the elementary models program.

During that period many different components were being proposed in each of the nine or ten models. For example, Bob Houston, then at Michigan State University, had put together an interdisciplinary decision statement with a heavy focus on math. In fact, each of the model programs had a series of differing emphases. Bruce Joyce, for example, then at Columbia, was the person who first put together an analytical summary of those models in an attempt to clarify their state of the art for the Bureau of Research. He pointed out that one of the things that was common throughout all the models was the concept of injecting systematic management as a requirement, which would mean looking at competencies differently from the way we had looked at competencies before. This meant that objectives had to be specified and criteria stated and published prior to the introduction of the program. When the decision was made to incorporate that requirement, it brought up another question: would research and development activities that had been funded from public monies have to go on a shelf, or were there segments of what had been done which could be used by those who were implementing programs in other parts of the Office of Education?

The men who played the most prominent role in moving the competency-based models from the Bureau of Research into Personnel Development activities were Don Davies and Dick Graham, but each in a different manner. Davies put together a task force headed by Dr. Allen Schmieder, who spent about a year and a half with an inside and an outside task force examining the potential of five specific items as they relate to educational personnel development: protocol materials, training materials, teacher centers and training complexes, competency-based teacher education, and the elementary models. From this study came a series of recommendations which essentially stated that there was a general need to examine the question of the competencies and performance of teachers.

Dick Graham did not use a task force; he simply saw needs and possibilities and attempted to move them from the idea stage to a program. He got the model directors to help the Teacher Corps program in 1969-70 to understand a common denominator in all of their programs. This common denominator was called competency-based teacher education.

We sometimes fail to realize that both the Bureau of Educational Personnel Development and Teacher Corps were interested in examining any features of those model programs that might be helpful in their projects; it just turned out that competency-based teacher education was the concept that was common to all of those models, chiefly because it made sense. As a result of this negotiation, the programs began to move forward.

In the history of the competency-based teacher education movement, when the decision not to fund research in elementary models was made in the Office of Education's Bureau of Research, the model directors had unfortunately developed only their first generation. They had not had an opportunity to test or retest the components within that first generation. The question therefore arose: if performance-based education had the potential, was there a way of utilizing any parts of it? After meeting with the model directors it became clear to me that there was suspicion among them that perhaps one of the best things that had happened was that there would be no second or third research and development generation. But at least people were becoming interested.

Ted Andrews, in "Atlanta or Atlantis," published by the Multi-State Consortium, points out that the saddening part of competency-based teacher education is that it is no longer the domain of the professional educator; it is now the domain of the politician. For, unfortunately, discontent with the teaching profession and the issue of accountability have forced the amalgamation of the concept of accountability with any kind of vehicle, whether it has been tested or not. And since one vehicle which has begun to become part of the accountability mode is competency-based teacher education, it is our opinion that there is a need of a second and third generation. Fortunately, both the Fund for the Improvement of Postsecondary Education and the National Institute of Education have seen the need for further experimentation, and Garry McDaniels and Frank Sobol from NIE are putting together research components

in order to look at the question of competency-based teacher education.

In the Office of Education there were three levels of operation. The first was the research and development level (which used to be in the Bureau of Research but is now in the National Institute of Education). The second level is demonstration and implementation, sometimes called dissemination. The third is adaptation and adoption at the local level. Now although these are three distinct areas, there are crossovers. For Teacher Corps, legislative authority establishes one major function, mainly within one of these areas. That function is at the second level, called demonstration and implementation. Teacher Corps is concerned with demonstrating new alternative and adaptable training processes that can be made available to places and programs that are in the process of adoption, by using either local resources or Federal services dollars. Service programing is not a function of Teacher Corps; Teacher Corps has no mandate to meet the needs of all the schools, nor to solve all the problems in all the poor communities. It is not big enough, nor does it have the capacity or desire to do so. Its purpose is to develop demonstration models that can be used as alternatives by those who wish to adopt specific kinds of ideas without reinventing the wheel.

I point this out because I want to leave you with one warning: Teacher Corps is not in the research and development business. We do not have that authority. We are in the business of development, demonstration, and implementation of adaptation processes. Therefore, as you begin your projects in the Ninth Cycle for the first time, and as you hear all of the discussion about competency-based teacher education, look very carefully at where you are as you begin to move into your program. Select out those areas that you would like to test in the development of your program. Do this as systematically as possible, so that you will at least have documentation of the processes that you have gone through.

I think it would be false to say that we have competency-based teacher education programs that are going full tilt in all of our Teacher Corps programs. This is not the case, and I don't think it will ever be the case. By the time we have completed our Eighth or possibly our Ninth Cycle, we will still be acquiring data about competency-based teacher education and performance-based teacher certification that will require testing. So in the context of ambition, the most important thought of this segment of my talk is that you should understand that competency-based teacher education is a viable alternative that needs further research and development and further testing, but which also can be used now if you wish to explore its potentialities. But for the sake of teacher education, be sure that you are documenting it, so that we will be in a position to share what we have learned from demonstration activities and so that we will be in a position to say to the state legislature, to Congress, or to anyone else who is making or administering policy with regard to our profession, *we know the facts.* Know both the positive and the negative findings. It is very important.

* * *

And now, two stories. In 1965, in an inner city school that had the reputation for being the worst in the state and by far the worst in the city, also the largest in the state and in the city, the faculty had reached a point where they could not go on any longer with that bunch of kids who seemed not to understand that the teachers' purpose was to dispense cultural heritage to them. The teachers were totally frustrated and very fearful. So the faculty came together and decided that in order to survive they had to do something.

About that time Title I was enacted and the school was looking at what might be done. It was found that Title I had divided monies for inservice, but that no one knew how that money was to be used, and there was a great ballyhoo about holding a meeting with the superintendent of schools to discuss exactly how to implement the program. The faculty decided that they should get the money before the decisions were made, so they wrote a quick proposal to the staff development specialist who had the decision-making power. Their proposal went through, and they received $2,377 to pay the teachers five dollars an hour to come in after hours and on Saturdays to discuss meeting their own needs and the needs of the kids. For the first time, that school was provided with the resources for its faculty to come together to learn. They enlisted the assistance of a university professor who had worked with some teaching interns in their school, and he put the program together with and for them.

It was a very simple program. The first topic was "Why is it that low income kids who are in junior high school are different from normal junior high school kids?" Teachers every day had said that those kids were different, teachers every day had sent those kids to the principal's office and he, too, had said that those kids were atypical of junior high school kids. Together the group spent about three weeks attempting to define the differences and learn why those differences existed. As each day passed it became clearer that junior high school kids were junior high school kids. The differences were not that great; it was simply that the teachers did not understand adolescent growth and development.

This group of teachers continued to probe, and started putting together some tools and some ideas about how the

kids could be helped. One interesting result was that there was a drop in the number of teachers leaving the school that year. That school had had a 50 percent teacher turnover year; two years later it had only two or three teachers leaving. The climate of the school had changed, the attitudes of the kids had changed. In short, the whole school had changed.

About five years later I asked the principal of the school who the professor was who had helped to effect these changes. I found the man; he said that he was a special educator and that he had spent almost a year with those teachers, helping them to develop skills that came out of his field. But he had never told them that he was a special educator, because if they had found out, he could not have continued, for everybody has a stereotype of special education; the words "special education" invoke an image of isolated kids. He said, "I gave them the techniques we had developed to help them turn their school around, and they did not realize that what I was giving them were the tools and techniques developed for the special education community."

And now the second story. I was once the director of an agency called the PACE Association (Program of Action by Citizens in Education), a nonprofit organization that was totally independent because it had foundation money. Our job was to work with 32 school districts in developing innovative programs that the school systems and the superintendents wanted but could not implement, because they had not gone to their board to ask for the money to do it. They called upon us instead because we were an agency that could assume responsibility for failure if the idea did not work. We developed a program called the "Human Relations Curriculum Development Project," which was a very simple thing for classroom teachers and kids. They were to take any feature-length film, such as "Raisin in the Sun" or "Nothing But A Man," show it in the classroom, and have the kids affectively respond to the stimulus. The teacher's job was to facilitate that process so that the kids could begin to express what it was that the film had provided for them.

There were to be three units designed to get kids thinking about: (1) Who am I, what am I, and what are my beliefs? (2) What are prejudice, poverty, and religion? and (3) What are the black and white issues? Three separate areas, but just one objective for that whole program—to bring about tolerant, loving, empathetic, understanding human beings. From the original 32 districts we selected seven young teachers from seven suburban schools to put together a training program to bring out empathetic, understanding human beings. These seven young men were white, middle class, and designated by their students and administrators as being the most creative, liberal, understanding, and best liked teachers in the school district. My feeling was "How can we lose? We are starting with a winner."

That summer the seven men came together and started to put together the program's three components: (1) Who am I, what am I, and what are my beliefs?; (2) Prejudice, poverty, and religion; and (3) Black and white issues. About two weeks into the program one of the teachers said, "We're building a program for kids to respond affectively, and in all of the years I've been teaching, kids have never responded affectively with me in the classroom because I control my classroom. I have never had a kid respond to me in any way other than one I could control. I'm not sure I could handle it."

So they brought in a psychiatrist who worked with them for two weeks, and these seven white, liberal, creative young men found out some interesting things: they did not like each other; they were not tolerant of each other; and they were actually very fearful about introducing a new course of study that would allow kids to respond affectively. But when at last they had put the program together and begun to implement it, the results were surprisingly good. (Today this procedure is included as part of the training program at Baldwin-Wallace College in Ohio.)

The next year they began the second phase—bringing the inner city together with the outer city to get a true mix. When they tested it, they found some more interesting things. The kids in the suburban areas were turned on about the program, especially as it related to black and white issues. The examples that had been developed for them were extremely effective in helping them to understand the problems of kids in the inner city, especially the minorities. But the kids in the inner city, upon seeing the examples, laughed and said "That's what it's like in grade school but it doesn't explain what we're doing in junior high school or what the community is all about." So the teachers made a series of revisions and finally ended up with two sets, an elementary school set and a secondary set.

Working with us was a young man named Dr. Joe Sheehan, who is now at the University of Connecticut Medical School, and a fellow named Dr. Marv Wassman, who is in the psychiatry department at Case Western Reserve University. They did a two-year longitudinal study, an affective study, and together we made some interesting discoveries. One was that the teachers in classes made up of a single ethnic group, either black or white, were very comfortable in dealing with the materials, whether or not they themselves were of the same ethnic group as the students. But when the classes were mixed, whether in the suburbs, the outer city, or the inner city, the teachers became fearful, because they were not sure they could handle the affect or

broad range of issues that were being raised, which ... that they as teachers had no understanding of the ...ties of some of the problems. It was also interest... find that while teachers in the urban areas were ...ed to affect hitting them everyday (for children in ...ner cities survived in the classroom the same way that ...survived in the streets—by responding affectively), ...young, liberal, creative suburban men who were dedi... to education needed help when they realized that ... would be responding to them in this way. Thus, it ...me apparent that the real challenge was (1) to establish ...ning process wherein the teacher would be able to ... with new kinds of response, and (2) to move from ...e to a point where the kids would start to learn—which ...l require skill, tools, and a knowledge of self on the ...of the teacher in order to work effectively.

I cite these two stories to emphasize that I am not a ...l educator, nor do I wish to be a special educator, nor I insist that any intern in the Teacher Corps be a special ...ator. It seems to me, however, that there are tools and ...niques available that can help regular teachers to do a ...e effective job by helping them to acquire the skills to ...ntify, diagnose, and prescribe for all of the children in a ...room. This is the purpose for our having the diagnostic ... prescriptive skills sessions. They are not to provide ... for the sake of change, but to present alternatives ... interns which were not available to most teachers years ... when they began teaching.

• • •

There are four major revolutions that have been creating an impact on teacher education. I would like to share them with you so that their role can be seen in the above ...ies. They will help in understanding how our position ...ly is affected.

The first revolution is what might be called the "teacher ...lution." Back in the fifties it took about 36 years in ... to reach the maximum teacher salary. Since then, the ...s and associations started the negotiation process and, ... a result, the amount of time necessary for a teacher to ... his or her maximum compensation level was reduced ...atically. Retirement systems became more effective. ... power became a way of life, and it has become well ...nt to those who sit in Washington trying to put to... something that will benefit the people who are going ...lement it. Some people, however, say, "I hear you ... about teacher power but I don't see a teacher associ... member or a union member here, and I notice you ... bring a cooperating teacher." My response may be ...ate but it is based on our legal authority. Teachers are not here because of our existing legislation, but we shall be able to include them when our new legislation is approved. However, the fact that we do not at this time have the legislative authority to do that does not mean that at the local level it cannot be incorporated. Teacher power in the local educational agencies is here to stay and we must work with it.

The real question is, can teacher power be harnessed so that it will benefit education? At present the dilemma exists, not only when we talk about the merger of those associations and unions and the basis for it, but in the fact that the teachers are no longer allowing educational programing to take place in their school district without their personal involvement. Planning for this involvement must occur.

The second revolution is the "culture revolution." Remember the sixties—Watts, Detroit, Washington—one saw change in the attitude of the destitute, the poor, and those within minority cultures. One experienced the power of the excluded, the power of the "powerless." It was quite clear that the culture and the cultural context that is part of the schooling process were not being taken into account.

All ethnic groups are beginning to look for their own identity, their own purpose, and their own goals. It is not something that will go away; it will be coming more and more. The melting pot theory is no longer applicable. Reality will be more and more about a multicultural population, in which cultures must respect other cultures and recognize that there is worth in each of them. This fact must be brought to the table. Talk about majority in the cultural context must give way to talk about diversity.

Another aspect of the second revolution is the "youth counterculture," the revolt against prevailing value systems, based on the notion that the system has failed. The critical fact is that these young people, like most of our young teachers today, are coming in with totally different orientations from those of us who knew the Depression, and they are moving back toward the achievement of material things within the context of the system. The point is that although the real cultural revolution is having an impact upon us, it is not being recognized and incorporated into what we are doing. Unless this changes, more serious problems will ensue.

The third, and probably the most significant, revolution is the "knowledge revolution." Statistics show that in the last ten years, more knowledge and data have been generated than in the previous hundred years. Critical in the knowledge revolution is technology. Years ago the worry was about how to set up the movie projector, because it was complicated, and the fear on the part of teachers that machines were going to replace them. Today it takes a retrieval system just to sort out the data to distinguish between one issue and another. I vividly remember Dr. Alvin

Thomas' words about whether we are going to love the thing, the technology, or whether we are going to love the kids and use the technology as a resource. That is the revolution that is here now, and the question becomes, how shall those resources be incorporated as instruments for learning? I have heard many educators say that television has done more harm to schooling than has anything else. It is safe to predict, I feel, that the television set will become part of your telephone system and that educational television will be brought to Alaska, the Rocky Mountains, and the Appalachian states in increasingly new ways via satellite, bringing ideas that people there have never had an opportunity to experience before. The question is now, will educators employ their powerful technological resources to produce educational tools which will educate our children to care for and deal with their future worlds? Or will they abdicate this responsibility and challenge to those entrepreneurs in nonacademic sectors?

The fourth revolution is what might be called the "movement of the courts." Just look at *Lau vs. Nichols* litigation as described by Bambi Cardenas, or the impact of the Rodriguez decision or the Serrano decision, and the number of decisions which imply that the quality of education has not been equal. The law says that there must be aid to our schools to provide bilingual and bicultural training for all cultural minority children. It is the courts who are in fact now making major educational policy, mainly because the time it takes to get a professional decision is incompatible with the needs of the people.

The item with the greatest impact of all seems to be the "Right to Education" lawsuits. In at least 15 states today, right to eduation laws and mainstreaming laws have been passed by the legislatures. There have been court decisions that affect the entire state, and individual decisions that affect local educational agencies. All of them say that all children have a right to an education, and all children, whether handicapped or not, have a right to be in the schools. At present the laws vary from state to state. In some states the law says children must be in a special school if they are isolated in special classes. Other states give until 1976 to arrange for all who are not severely handicapped to be in a regular school; and, in other states some children labeled handicapped will be integrated and others mainstreamed. The fact of the matter is that the right to education has already become a precedent, as has *Lau vs. Nichols*. Yet that does not address the fact that until the Right to Education Bill has passed, half of our seven million handicapped children were not receiving services. Ironically, 40 percent of those handicapped children, of whatever description, who were receiving no special services at all were in low income, inner city, and rural schools.

If there are now children housed in our classrooms who have greater needs than the schools are meeting, and if we do not have teachers who are prepared to identify, diagnose, and prescribe for these children, or to refer those that require referral, we are not doing the essential job in Teacher Corps, because that is where our target population is. Therefore, when we talk about the impact of recent legislation on teacher education, we are referring to states that are going to have, in regular classrooms—not only in low income areas, but in the other areas of the city and in the suburban areas—children who have never been in regular classrooms before. Teacher associations and teacher unions are attempting to negotiate in all kinds of ways to adjust to this. But, unfortunately, few teachers who will be affected by these changes are accustomed to working in their classrooms with children who are "different."

* * *

This conference has a dual purpose. The first is to help you, as you put together your program, to learn what resources are available to help interns to become the most competent teachers that the Teacher Corps program has ever trained. But more important, for those of you in institutions of higher education, please talk about integrating the disciplines we have for dealing with the education of all trainees who are going into the teaching profession. For all of them will need the same kinds of skills.

We, in the Teacher Corps, see the intern as the key to success or failure of our program. Without exception, the first year of the internship should be so open and so flexible that the relationship with kids will be always person-to-person rather than person-to-group. Under no circumstances should the intern be used as a substitute teacher, regardless of the emergency. The intern is to move among as many teachers and see as many kinds of teaching and learning styles as possible, and while this is occurring the team leaders have an obligation to provide protection and support for those interns so that they can grow and deliver. Interns have an obligation to provide service to the schools, community, teachers, and themselves, for the total enterprise.

By example, let me point out that Dave Marsh, in his study of sixth-cycle interns, talks about a correlation between interns who saw themselves as change agents and interns who saw themselves as teachers. If the difference between being a change agent and a teacher is that with the former the kids lose, we do not need change agents. We need teachers, highly qualified teachers. The intern has a lot of learning to do, and it is up to us to facilitate that learning process.

Advocacy as a goal does not fit into our community-based education component. When we talk about community education we are talking about using the community as a vehicle for learning in that school system and the use of the school in helping the learning in that community. Community education is an integral part of our program, and if for any reason our young people are not pursuing this component seriously, then they certainly should not be able to qualify as graduates of the Teacher Corps program. If we do not develop that program as an integral academic part of that total process, we have once again fallen into the trap of being an institution that is not receptive to the strategy required to move toward open learning.

When we talk about the change process we are talking about the involvement of all those people who have a role in the school and about one common goal—the improvement of the education of children who are being served by the schools. With the potential of our new legislation we will have an opportunity to have all of the significant players—the principals, cooperating teachers, regular teachers, the intern team, and the team leader—in an educational change process.

As we move ahead, Teacher Corps looks forward to your association in its family, and I hope these remarks have given you a sense of what we feel will make a critical difference in your interns' training and ultimately in the schooling of children. □

THE LEARNING CRISIS IN AMERICA

Alvin I. Thomas

I would like to salute you great educators who are attending this conference, for you, as much as anyone else, represent the future of education in this country. I would particularly like to salute the staff of the National Teacher Corps, many of whom I've known for a long time. These are the loyal sons and daughters of education. That commitment is unequaled among our peers.

I'd also like to salute our distinguished director of Teacher Corps. A native of Washington, Bill Smith has spent most of his formative years in Texas. In that sense we feel a kinship for him. He's a man of compassion because he has known violence. He is a man of intellect because he has been at the very core of a great university. He is a man of leadership because he knows how to lead men. He is a man of vision because he had a dream to fulfill. And he is a man of determination because he does not want his dream to fade.

In the pursuit of excellence, John Gardener has indicated that in this country we do well at growing critics and experts, but we do not produce enough people for responsible roles in the social services. While I might sound like a critic at times tonight—I might even pose as an expert since I'm more than 100 miles from home—I certainly do not wish to appear irresponsible. I want to join with you in the role of a responsible educator, a responsible citizen, a responsible person interested in education.

When asked for the title of this talk, I hesitated. The first I thought of was, "Is Teacher Corps a Bridge to Nowhere?" I hope that title doesn't sound pessimistic because it isn't intended to be negative. I simply wanted to be realistic. During the past 50 years we've had so many noble ventures. Those of you who participated in World War II—was it a bridge to peace or was it a bridge to nowhere? Those of you who saw the Korean War—was it a bridge to

peace or was it a bridge to nowhere? Those of you who experienced Vietnam–where did that bridge lead? And those of you who shared the joys of the Kennedy administration and the New Frontier–was that a bridge to nowhere? Our old friend from Texas, Lyndon Johnson, and the Great Society–where did that bridge go? President Nixon was elected by one of the greatest landslides in the history of this nation–a great triumph that has now turned into a nightmare and a bridge to nowhere.

America has always had great faith in its education system. Horace Mann, in one of the annual reports to the secretary of the board of education, described a school for children of all backgrounds–a great equalizer of the condition of men, the balance wheel of social machinery. We view education as the answer to social ills and to everything else. If the school system fails, so does the promise of equality, so does the dream of a classless society. To some, the school system *has* failed. Are schools then a bridge to nowhere? Notwithstanding our enthusiasm, Teacher Corps could be a bridge to nowhere.

In an age of excitement, an age of change, I prefer to have hope. Teacher Corps can bring new hope to the national education arena. Bill Smith is counting on you, he's counting on me, he's counting on all of us to assume responsible roles that can truly bring new hope to children. I found some of what I wanted to say in the words you saw in your program– "The Learning Crisis in America." In this age of constant crisis, maybe we have forgotten what the word crisis means. Crisis is the turning point in the course of an affair–the critical moment, the high point when the future seems to hang in balance. The crisis does not point out which directions may be favorable or unfavorable, but it does indicate a situation in which some change will occur. And we do believe some change will take place as a result of Teacher Corps.

Teacher Corps can represent a bridge to somewhere. We have built enough bridges to know that Teacher Corps *must* be a bridge to somewhere. Teacher Corps can become the bridge across the chasm created by the educational crisis in this country. Teacher Corps and its schools, universities, and interns, can be the positive turning point.

George Brown, in his book, *Human Teaching and Human Learning*, states that each year millions of American children find that our present system of education is inhumane, and that their parents and community leaders protest the conditions under which their youngsters are taught. The schools fail to give attention to the human needs of students and this is becoming more and more the prime reason for discontent.

Some of the books recently appearing are a reflection of the educational and learning crisis in this nation. Joseph Featherstone recently published a book entitled *Schools Where Children Learn*. Its title is indeed a paradox. It argues the notion that normally students don't learn in the schools. Students learn, it seems, in spite of schools. They learn, it seems, in spite of teachers. The American Heritage Press has recently released a volume about education tomorrow, entitled *Children Come First*. Another paradox. The title reflects the thesis that subjects come first, teachers come first, principals come first, school boards come first, security comes first–in fact, everything comes before children in today's schools. Titles such as *What We Owe Our Children*, *The Pedagogy of the Oppressed*, and *Young Lives at Stake* all reflect the learning crisis in America. We have gone through the era of why Johnny can't read, why Johnny can't write, why Johnny can't do arithmetic, why Johnny misbehaves, why he has no values. We have seen boycotts and strikes, the battles over long hair, and the underground newspapers. We have cops in the corridors and marijuana in the lockers. We see kids panic when they're invited to work on their own or study independently. We see students more interested in what the teacher expects or what is going to be on the test rather than in what should be learned. We hear the bell, see the monitors, watch the grades, record the credits, and maintain the requirements. We have created students who learn to cheat before they learn to learn. Such is the crisis in American education.

The president of a national civil rights organization has conducted a survey in at least 18 cities including many of the cities represented here tonight–New York, Dallas, San Antonio, Chicago, Philadelphia, Detroit, Washington, Baltimore, San Francisco, Los Angeles, Milwaukee, Houston, Memphis, Atlanta, St. Louis. Preliminary findings of this survey indicate that tens of thousands of youngsters have been suspended from schools because the schools can't cope with the students and the students can't cope with the schools. It started, in fact, within our own home town of Houston. Seventy-one percent of all suspensions in that school district were black children. In Cleveland, 70.8 percent were black. In New York, 85.9 percent were black and Puerto Rican. In Miami, Florida, 89.6 percent of those expelled were black. While Peter Holmes is looking into the matter from a civil rights standpoint, the obvious crisis is that teachers and schools have been unable to make adjustments for, or gear themselves to, the needs of these youngsters.

If we think the plight of the blacks is serious, look at the plight of the Mexican-Americans. These minority students need help, guidance, understanding. They need an opportunity for self-esteem and self-realization more than ever before. The only response they get from their teachers today is suspension. There is no understanding.

In the development and training of teachers we have gone through the era of NEA institutes, NSW institutes,

TTT programs, training, T-group training—you name it. We have gone through Upward Bound, Head Start, Open classes, closed classes, no classes, regional labs, teacher centers. We have spent billions of dollars on Titles I, II, III, IV, V, VI, VII, VIII, IX. Have all of these efforts and all of these funds strengthened American education? The net result was revealed in the recent announcement by the College Entrance Examination Board, which states that the Scholastic Aptitude Test scores have continued to decline. Verbal scores have dropped 35 points from 478 to 443. Math scores have declined 21 points from 502 to 481. There are numerous articles appearing that try to explain the continued decline in SAT scores. Does this decline in the test scores mean a decline in the quality of education? This is indeed a strange commentary after viewing the thousands of dollars of expenditure and millions of man-hours of education and reeducation of teachers and school personnel. Why aren't we looking at the reasons that test scores have declined? The statement attributed to my friend, Dr. Sidney Marland, is also revealing. He has stated, "There is no evidence in available data that there has been any decline in the quality of our educational system." An interesting commentary on this was made by L. Thomas Hopkins in a recent article in *Phi Delta Kappan*. It states that history shows that in a crisis, the people in power tend to refine and intensify the status quo, which eventually destroys them. Such is the case in the present movement in education.

Ivan Illich, in *The Deschooled Society*, contends that the crisis in learning in America has been caused by schools. In this fascinating book, Illich charges that many students, especially those who are poor, intuitively know what schools do for them. They are schooled to confuse process with substance; they are schooled to confuse teaching with learning; a diploma with self-confidence; the ability to "rap" and to say something meaningful. Rich and poor alike depend on schools to guide their lives, form their views, define for them what is legitimate and what is not. Illich continues his attack on schooling with this statement:

> Two centuries ago the United States led the world in a movement to disestablish the monopoly of a single church. Now we need the constitutional disestablishment of the monopoly of the schools and thereby the system which lethally combines prejudice and power.

And I know that some of us who have been in the school business for a long time do not think that we're very prejudiced or discriminatory. Look at it—not only at our minorities, our Mexican-Americans, our blacks, our Indians, and even our middle class white schools—and ask the question whether they're discriminatory or not. Illich states that the first article of the Bill of Rights corresponds to the First Amendment of the United States Constitution. To wit: "The States shall make no law with respect to the establishment of education. There shall be no ritual obligation for all." The article would make this disestablishment effective by having a law forbidding the discriminatory practice of hiring faculty based on previous attendance at some institution. In other words, people would be free from artificial, arbitrary, discriminatory barriers to learning. What would happen if Illich's proposal should catch the attention of Congress before they adjourned, and if legislation were passed to abolish all schools this coming September? My first observation is that it might be frightening. But the longer one studies this proposition, the more plausible it becomes . . . plausible, but in our present political system not realistic.

I began by wondering if this speech should be entitled "Is Teacher Corps a Bridge to Nowhere?" But I would conclude a better title would be, "Teacher Corps, a Bridge to the Future." As I have noted, education in America is in a state of crisis, and there are no simple solutions. Teacher Corps, however, has both by its legislative mandate and its administrative leadership accepted those challenges. There is practically no area in education under attack that Teacher Corps is not trying to improve. If answers are found or even inches of progress made, I am confident that Teacher Corps will have been a factor in those successes. □

PARAMOUNT, PERVASIVE: THE EQUAL ACCESS ISSUE

Robert B. Howsam

I'd like to deal with three topics: what Teacher Corps is all about; why it insists on the hard way of collaboration, and what is the meaning of the new program emphasis dealing with learning problems and disabilities in the regular classroom. But I think it appropriate to do these kinds of things only within the context of the one great issue that overrides the educational problems of our society and the thrust of Teacher Corps. That issue, still, is equal access to educational opportunity and how to make it a reality. The rhetoric of the 1960's is over; the residue is work. And the work of making access to educational opportunity remains the challenge for all of us educators.

Wouldn't it be great if we could in 1976, as a part of the bicentennial celebration, truthfully declare that the principles of our Declaration of Independence have prevailed and that all are now treated as free and equal and that liberty and justice are accorded to all in full and equal measure. But we won't be able to celebrate the bicentennial that way. We will, perhaps, in consequence of efforts like Teacher Corps, be able to say that we are coming closer and closer to an understanding of what our promises to ourselves mean and what they are like in the action world. We will be able to say that real progress is being made.

Of all the nations on earth, this nation has the greatest stated commitment to freedom and to equality. It stated its goals grandly and well in its Declaration of Independence and the Preamble to the Constitution. Through the Bill of Rights it even stated some *objectives* in *behavioral terms.* But it stopped short of establishing performance criteria on those goals and objectives, and it stopped short of setting the modes of assessment that would be used to determine whether the nation was indeed achieving its goals and objectives. In consequence of our failure to establish the *criteria* and the *modes of assessment* of our successes and failures, there was an inadequate *accountability* in the society over a long period of time. We hid behind the "not yet" of competency-based instruction. We kept saying "we are on the way, but we realize we're not yet there." In consequence of this passage of time, with the little progress which we made, we abused *time* as our proper variable. The consequence was a nation of contradictions—great excesses of wealth and great excesses of poverty; great amounts of learning on the one hand and gross ignorance on the other. At this stage, far into our history, we find that many of the people in our society are denied even the simple right to read; great principles and practices of justice are extended to some, but gross injustices are the lot of others; open access to the well-being and good things of our society are for many, but relatively (and absolutely for some) closed access to those same benefits is for others. We have found in our society the beauties, the comforts, the well-being of the suburban communities within almost hailing distance of our ghettos. It has been hard for our people to understand—and particularly hard for this generation.

By the 1960's, many who had been denied access to the better things of our society got tired of "not yet" and we had our second revolution—or our second civil war—as the central cities were set aflame. (I was in the city of Rochester, New York when nine central city blocks were burned out). Whether of conscience or expedience, the Great Society program was launched. The Supreme Court took on more and more the role of the conscience for this society, took on the role of setting the criteria and modes of assessment to which our society was to be held in justification of its goals and stated objectives. Those who had long been deprived knew what the issue was. It was access to opportunity. And they knew that in the American social system access to educational opportunity was the key to broader access. It was interesting to me that in the burning of the cities, schools were often the targets—presumably of hatred for what they had done or had not done for people. But in some other communities the schools were left untouched as islands in the midst of the rubble, perhaps out of recognition that in the schools lay the one hope, regardless of how badly we may have done what we were to have done. These folks focused, in places like Brownsville, on control of the

schools and on teachers and their ability to teach their children. Out of some of these protests came movements. One of these was Teacher Corps, a Federal program directly addressed to these issues; a program committed to preparing teachers for the inner city schools and to involving the schools and the communities in the planning of programs and to forcing changes in the institutions of our society which had proven so inaccessible to many people.

The Teacher Corps track record is known already to many of us. Its first role of activist was a power play. It wasn't long before Teacher Corps found that you couldn't get there by power alone, and more and more in the interim it has moved to more subtle forms of power, to influence through programs. What Teacher Corps discovered was what we all have to discover if we're going to be effective. It is very easy to *describe* the social conditions of the times with relative accuracy; it is quite another question to be able to *analyze* the forces and factors that bring about those circumstances which we described. And it is even more complex and difficult for us to *prescribe* what ought to be done about them. We have a practice in our society of listening to our own rhetoric of description and then inferring, from the capacity to describe the evils, the capacity to diagnose and to prescribe in connection with those evils. Teacher Corps found, as have many of us, that it doesn't do to just be able to exercise one's rhetoric in description. But despite it all, the goal was clear. The goal of Teacher Corps has always been to achieve an educational system where there is indeed open access to educational opportunity; where the artificial barriers to opportunity are removed; and where the business of teaching includes helping each individual to want to become and to become the best of which he is capable.

I remember back to the days of Ernest Melby of Michigan. He used to tell the story of an old doctor in a medical school who would tell the medical students, "Remember, gentlemen, 75 percent of the people who come to you for treatment are going to recover whether you treat them or not. The test of your medical skill is the 25 percent who will not recover if you don't have professional skills." Then Melby would turn to us as educators and say that we had for years been claiming our successes on the basis of what 75 percent of the children did in their learning, and that we threw on the educational scrap heap the 25 percent that didn't readily conform to the conditions that we had set up in the educational systems of this society. And I recall back in the early 1960's when Paul Mort made the statement that the test of education, the challenge to education, was that *every child shall learn*. He was not saying that the teachers of this society should grab hold of the children and force them to learn. He wasn't talking about force; he was talking about freeing people to learn, about providing the educational circumstances that free children from the constraints and the barriers that are placed upon them and turn them loose for the most natural of human activities learning. Ernest Melby and Paul Mort both were addressing themselves to the boundary conditions of society and of education. They were both talking about walls that have to come down, walls in the culture, walls in the institutions of the culture, walls in the mind of the teacher and other adults who deal with young people, and walls that are built into the learners themselves.

If one had time one could spend an hour or two talking about the nature of the conditions that develop, that keep people from wanting access, from believing that it is possible to have access, from getting access. We all know these conditions in education. As long as these conditions persist, as long as a large proportion of the children of our society grow up lacking hope, as long as they grow up believing there are limits on their capacities which are not indeed truly there, as long as the institutions place up artificial barriers against any child in the society, the challenges of education remain with us. The analysis of causes must continue and the search for solutions must go on.

It is in the context of barriers and removal of barriers, of freeing man to be the best of which he is capable, that the thrust of Teacher Corps must be seen. It is in that thrust that consortia make sense. The conditions and the barriers that have grown up in our culture, that have been embedded in our institutions, that are in the minds of parents and teachers and people all across this land—false things, things that are not true, things that cannot be accepted as true, but things that as long as they are believed have the self-fulfilling hypothesis capacity to be true—these things must be removed. But Teacher Corps and everyone else in this society has found the extent, the complexity, of this great challenge and problem. It isn't a simple thing that is solved by discovery. It isn't a simple thing that is solved by describing it. It is at the core of our very existence. To really fashion its culture, to really fashion its institutions, to really fashion its own mind, and to bring up its children in the most wholesome ways possible, is the greatest challenge any society can ever have. To remake itself in its desired image instead of persisting in its existing form and in its constant excuse of "not yet" is what we face as our task. It has been found that this can only be done by bringing all of the possible forces to bear on the situation. And the forces can be brought to bear only as we sit down together and share the problem and work on it. We cannot change the schools of this society unless we can change the home, the behaviors that take place there, the hopes and prejudices that are there. We cannot deal with it without the community. We cannot deal with it without the institution that is called the school. For deep within that insti-

tution are many of the built-in factors which make success in education highly improbable, highly unlikely. We cannot hope to bring about the changes in the society that we would like to have if the agents who carry out our education functions, the classroom teachers of America, bring to the classroom biases and prejudices, bring to the classroom mistaken notions of predestined conditions in children. If they bring anything but a true hope and a true ability to pass on that hope to boys and girls, a true professional capacity to conduct the learning activities, we cannot hope to meet this challenge. And so we consort, and so we sit down together, influencing each other, working together—determined that it shall happen here and as quickly as possible.

Earlier I spoke about taking down the boundaries. Any time the school makes neat boxes and fits boys and girls into those neat boxes, it throws up boundaries over which the children cannot pass. We did it for many years, with the special education problems of our society. Now Teacher Corps says one more of these barriers we will assault. We will join the growing American desire to bring the people who have special disabilities—whether openly manifested or whether covertly hidden in the personality—into the mainstream of educational systems of this society. We will deal with them there rather than putting them into a box out of which they are unlikely to escape. As we look at it, at all the talking that is done these days about vocational education and special programs, we need to remind ourselves constantly of the dangers of boxes, of building more of those barriers.

Let me say that the challenge of teacher education, to those of us who have entered into this commitment, is to model the behavior which we expound. Teacher Corps programs must be the most open, the most accessible, the most effective examples of learning opportunity that are to be found in the society. We must be the most open of all the educational programs. We must be the most effective of all the open programs.

Let me close with a message that is found in one of the movie versions of *Mutiny on the Bounty*. Captain Bligh had found his way back to England, had been tried on charges brought against him, and had been found guilty. He was about to be released from the Admiralty court. One of the justices asked permission to address him directly and, in words something like this, reminded him of the challenges open to us all when he said to Captain Bligh, "Goodness and mercy are in the heart of the captain or they be not aboard." □

TRIBAL, ETHNIC DIVERSITY AND TEACHER EDUCATION

Patricia Locke

I want to tell you about the diversity of American Indian tribes and how these differences of cultures and languages complicate the task of educating American Indian children. You must also be aware that the schools of education in our colleges and universities are not presently geared to deal with the complexities of the needs of American Indian children. Two solutions are apparent. Tribes must define and articulate their educational goals and work with outside agents to develop sound competency-based education programs. The eminent persons that are respected by our communities must be recognized by nonminority educators for the superb teachers that they are. These respected community people can be a bridge from the community to the external institutions and agencies.

I, too, am overwhelmed by the immensity of the challenge of serving the educational needs of Indian children in

this country. Indians today consist of 481 Federally recognized tribal entities; 51 officially approved organizations outside of specific Federal statutory authority, and 225 traditional tribal organizations having recognition but without formal Federal approval of their organizational structure. Seven hundred and fifty-seven tribes! While there are some linguistic and cultural similarities, the divergencies in belief systems and cosmologics are myriad.

It would be ethnocentric in the extreme for me to presume understanding of the diverse lifeways of more than a few of the 757 tribes, yet there has always been a common assumption by non-Indians that American Indians are one-dimensional in behavior, belief, and value systems.

There are Indian people and tribes in each of your states. We American Indians, because of our cultural diversity, have rich gifts to offer those who have come to share this land. An understanding of the philosophies of the tribes can teach us all how to live in better balance on this land.

What is education for the Navajo may not be education for the Eskimo. Among the tribes, spatial and time concepts are different. The family is perceived differently; for instance, the Lakota (Sioux) place a high value on the extended family, while the Anishnabe (Chippewa) are more atomistic. Tribal ecosystems are different. An Eskimo child must learn the 17 distinct Yupik words for snow in order to survive in his world. A Minnecojou Lakota of the plains must learn over 40 ways to say grass. Every human being has the right to learn and understand the practicalities of the world that surround him in the language of his own culture. For thousands of Indian children, the English language is inadequate to these understandings and concepts.

When we Indian people talk about Indian education, we are talking about multicultural and multilingual education. We are also insistent on a child's right to education in a tribal-specific sense, particularly in the early years.

The teacher training systems that are currently available in most schools of education are not appropriate for teaching teachers to teach Indian children. Underlying the educational philosophy of schools of education in the United States is the basic assumption that the predominant society's value systems must be promulgated to America's youth in the English language. There is little awareness or consideration of the constructive role that American Indian communities could play in the educational process. A very rich resource of people is out there on the reservations waiting to be tapped to interact with other agents of education.

Teacher Corps seems to have recognized this resource, and is taking innovative steps to involve the community. I know this because my son is a Teacher Corps intern teaching and learning on a reservation in North Dakota.

How can we improve the interaction of all agents of education to meet the needs of our tribally diverse American Indian children and the other culturally diverse ethnic minority children?

We must look in the direction of competency-based education. We people of the ethnic minority communities must define what we need to learn and how our educational goals will be met. We no longer wish to be the objects of education but will be the subjects, determining directions. Academicians and professional educators can be encouraged to be assisting agents. For example, if the Arapaho tribe wishes to incorporate the Arapaho language in all elementary curricula on the reservation and needs accredited Arapaho-speaking teachers to teach Arapaho-speaking children, then a responsible school of education could ensure that its student teachers are prepared appropriately. This may mean that an excellent Arapaho linguist who may not have other academic qualifications, would have to be hired on faculty with a status commensurate to other faculty members. The ethnic minority communities know and utilize these respected and eminent persons in their daily lives. These natural teachers heal, advise, counsel, and transmit the traditions and oral histories of the group. In modern terms they are our psychologists, sociologists, historians, ecologists, and philosophers. These ethnic minority "eminent persons," if they are recognized as such and utilized by the nonminority academic community, can help us to develop and strengthen the cultural learning that is necessary if we are to survive.

The Asian American, the Blacks, and the Spanish-speaking share with us a great wealth of culture and history that has been meagerly presented to our children in America's school systems. We ask that the complex linguistic and cultural diversity of the American Indian tribes and the cultural diversity of other ethnic minorities not be ignored when we prepare teachers and devise curricula. The parents and the respected persons in our communities are ready to be involved. It is a challenge that we all must meet so that we do not miseducate these children who are all so precious to us. □

EDUCATIONAL REFORM THROUGH COALITIONS

Blandina Cardenas

There are three basic underlying principles that I would like to share with you. My own work has been at the school district level. I am convinced of the first principle: *if change is to occur, it must occur at the school district level.* We can spend a lot of money and energy innovating in educational laboratories, schools of higher education, and other places as well, but if we are going to affect the masses of children who are being miseducated in our schools today, it will have to take place at the school district level.

The second principle is a little more pessimistic. I am afraid that despite the last decade of Federal intervention in educational reform, *there appears to be no evidence of a commitment to educational change.* I think that if we did a sociological analysis of the people who control what is happening in our schools, we would find frighteningly few who want to change the schools into places where Chicano children, Black children, Puerto Rican children, Asian children, American Indian children, and just children in general can make their own decisions about what they believe, what their cultural identity and language will be, and how they will develop their own program for enjoying the benefits of life in this country. I think we would find frighteningly few who want to change the schools into places where poor children can learn to understand those economic processes that will give them economic security and which will allow them to benefit from the free enterprise system. We would find that frighteningly few of our schools are teaching children about stocks, bonds, and similar things that make people a bit more free in this country. I also think we would find very few people who control schooling in this country who are committed to the concept of fiscal neutrality in educational finance reform.

The third principle that I'd like to share with you is the concept that *change is inevitable.* Before the last decade of educational reform, we saw a number of civil rights actions and civil litigation, which were the precursors to the educational reform movement that took place during the last decade. Now we see a new era of civil rights litigation. I recently was privileged to be in Atlanta with a group from the Southern Regional Conference. A gentleman there spoke about the "second generation" of civil rights litigation. Some of us have been involved in that second generation of civil rights litigation already. Decisions such as *Lowe vs. Nichols*, the Denver Keyes decision, and other decisions pertaining to what happens to children in the schools promise to create an era in which educational change and educational reform are not a human imperative, but a legal imperative. (Incidentally, if this conference is not facing the *Lowe* decision squarely and dealing specifically with the notion that it will be necessary to have teachers in our schools who can teach Black, Asian-American, American Indian, and Spanish-speaking children in a way that is both bilingual and bicultural, it is simply missing the boat.) The Denver decision talks about issues of cultural pluralism, not only for the Spanish-speaking and American Indian children in the Denver schools, but also for White and Black children. So I think that the notion of cultural pluralism in our schools is a very real thing—and that means cultural democracy as it affects the philosophy of the school districts, as it affects governments, staffing, curriculum, co-curricular activities, and as it affects the school system of accountability and evaluation.

This leads me to the notion that in school districts, even when you have recalcitrance, when you have people who may not be committed to change, the handwriting is on the wall and change is on the way. It is out of that handwriting that we can begin to form positive coalitions for bringing about educational change.

My own experience in attempting to bring about change in one school district in San Antonio, Texas, and in working with other school districts throughout the United States, leads me to the notion that the school district, in and of itself, has some intrinsic mechanisms for resisting that change, and these become effective as the change process is accelerated. In our own work in San Antonio over a five-year period, we didn't necessarily go about the process

of educational reform methodically. In retrospect, however, we find that we were testing out some hypotheses in creating coalitions and in bringing about educational change in the school district. Two of those hypotheses have proved to be very accurate. The first one is: *he who pretends to be a saviour will probably end up being crucified*. That is, the notion of coming into a school district as a saviour or redeemer of that district is likely to meet with failure. I saw many people with many kinds of ideas who came to this impoverished school district on the west side of San Antonio; some came from the U.S. Office of Education with models of educational change which might have been appropriate in other areas, but simply were not appropriate for ours. I suspect that there were times when I pretended to be a saviour, and times when I ended up being a crucifier.

The second hypotheses was one that I heard daily from a man who was smarter than I: *you can't bring about educational reform by issuing a memorandum*. Thus, if you are involved in bringing about educational reform in a school district and you are in any kind of memorandum-issuing position, that is one thought to keep in mind, which my own experience has proven out.

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I would like to talk about some specifics about your school district and bringing about educational change in the school district. The first of these is a concept that I first heard from Marcus Foster. A few years ago, I heard him speak about the school district as being an institution serving conflicting constituencies. This is a very real thing in a school dis rict, and I think that the constituencies are both interna and external. There are the internal constituencies (teachers' groups, principals' groups, custodial personnel), and the constituencies outside the school district (these are groups that may be identified not only by ethnicity or race, but by special interest and experience). It is not surprising to me that the ideas of the middle management personnel or the reaction of the principal are often different from that of others.

The second notion is that attempting to bring about educational change, particularly in the kind of school district and settings with which we are involved, is likely to bring about extremely high expectations on a very short-term basis. This concept should be part of the strategy as you attempt to develop a coalition.

The third notion is that we who are in education are not often compensated or rewarded in material terms or in other ways in which business people and other public employees are rewarded. Thus, the process of bringing about an educational change becomes one that involves a high level of ego. This is one of the basic principles of which we should be aware when creating a coalition in a school district.

The fourth notion is that forming a coalition takes time. It takes too much time to start with a great deal, and from my own experience, once you begin to bring about change in a school district, you can't expect to find concrete results within one year. We have such a situation here in the Washington school district, where Barbara Seismore took over as superintendent a year ago. If I were to choose the time to be with her and to be part of that coalition and team, it would be this second year, because it is usually during the second year that things really begin to happen, and the group has a firmer hold on what it's all about.

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Now, some specific considerations in bringing about a coalition in a school district may be helpful. First of all, you will probably want to begin by creating macro- and micro-coalitions. It is not always possible for all people to coalesce on all issues. If I had it to do over again, I would begin by creating micro-coalitions, small groups of people working on specific tasks.

The next consideration involves the notion of long-term or short-term coalitions. Particularly in working with community groups, my own experience has been that it becomes necessary to create specific objectives and specific time limits, during which or at the end of which people will feel that they have accomplished that which they set out to do. I think one of the big mistakes we have made in attempting to create coalitions within school districts is that we have been extremely open-ended and extremely time-free, with the result that people never get to where they thought they were going, and sometimes don't even understand where they were going.

A third point is the principle of ownership. I think that if a coalition is truly a coalition, we must take care that the members have (and recognize that they have) some legitimate power in the coalition, and that they have a true feeling of ownership about the change that the coalition is attempting to bring about.

The last consideration is that there are promising methodologies in bringing about educational change which warrant our investigation. The concept of organizational development is one of these. I am not sure that all the principles as they are presently being applied can be transferred to a school district, but they do promise some interesting insights into ways of bringing about educational change. What I am saying is that many of us who started in this business ten years ago went about in pretty much the way that we began teaching third grade—without any ex-

perience. But there are promising methodologies out there, and we can now go about effecting change more systematically.

* * *

Finally, it is my opinion that in spite of the emphases, in spite of the very good work the Federal government programs have done and the influence they have had in the schools (and I am in no way suggesting that these should be terminated), I think that if our coalitions are going to bring about educational reform, they must focus on establishing those principles of participatory democracy about which we talk—the fundamental, locally funded, locally established processes within the school district. We can't dissipate all of our energies on concern with Federal intervention programs alone; we must strive to establish the coalitions that enable us to change the educational institution as it exists in the field today. □

THE QUALITY OF EDUCATION IN THE UNITED STATES

Theodore Andrews

The theme of my speech is simple. State education agencies are accountable to the public and they must be involved in your efforts.

I want to talk about where I am, why I'm in education, what state agencies are trying to do, why they are different, and why, when you work with them you need a clear understanding of why they operate the way they do. I've worked as a teacher in junior high school, senior high school, in college in English education; I've worked with the state agency in New York State approving programs for the preparation of teachers, and for the last three years I've coordinated a Federal project in performance education. I'm also obviously an adult who was once a child, a parent, and a perennial doctoral student. My biases about education are somewhat personal (and somewhat general), but I would not be a member of a state education agency if I thought the world was perfect and all I had to do was keep it running the way it is. I'm more than a little worried about the state of education in the United States.

Too many things fall out of our education system that are not really intended. Some people feel that to a great extent we have institutionalized racism and minorities into our social structure, and if you look at our schools through some kinds of lenses, that's what it looks like. We also have a system that tends to be failure oriented. If you stay in education long enough, sooner or later it gets you. As I begin my third dissertation next week, I think I'm close to that point. Consider all the people who have been in the American education system, and notice how few reach the end. There is almost always another degree. Sooner or later most people are eliminated. Is that the purpose of our education system? I think my commitment to performance education is simply that it requires a public statement of purpose. I'd like to know what our schools are about, what our system is about, and I'd like to know it publicly. I haven't really talked about the massive illiteracy that exists and why basic skills are still not being learned by so many thousands of children across the country. My personal conclusion is simple. I stand here as a member of a state agency who is concerned about the quality of education because I believe it needs improvement.

I wish to talk today about state education agencies. William Drummond, a professor at the University of Florida and a former state agency member, in a recent article compared state education departments to sleeping whales. Nobody, he noted, really cares about sleeping whales, as long

as they're asleep. The problem is that in many states the sleeping whales have awakened, and the people in those agencies are attempting to provide leadership. (Any of you who are from New York State know that I speak clearly on this issue.) As a result, they are receiving an unbelievable amount of criticism, and that's a major reason why I think state agencies are different.

I worked in a state agency for about three years before I realized this. We would look at a problem, such as student teaching, and we would ask, what can we do to make student teaching better? We then did what we thought was logical: we selected experts from all over the country to look at the problem; we held a small conference; they made recommendations. We then held a large state conference, we got everyone together and said, "What can we do from a state viewpoint to improve student teaching?" They told us what every group we have brought together in the seven years that I have been in the department has told us: "That is a good issue, that needs further study." I am convinced that state education departments do make stupid, inappropriate, and political decisions. I am also convinced that they make many right decisions, but *they* make decisions. They are not in the business of "studying longer." They will make decisions based on inadequate data if the best advice they always get is that you "need more data." They really need to know what you think.

I was on the faculty of a university that is represented here. In 1962 at my first faculty meeting, one of the people got up and said, "We need to revise the undergraduate curriculum – it's outdated, outmoded, and inappropriate." He was right. In 1972 that curriculum was finally revised. Ten years of study and careful consideration went into that major shift – one course. That is an approach to a problem from a collegiate viewpoint; it is a totally inappropriate approach to a problem, however, for a state agency that thinks something needs to be done to improve the quality of education. I heard recently of a University in Illinois where the education faculty wanted to raise to 2.5 the minimum index for all education majors. They collected data and found that 40 percent of students in teacher education would be dropped from the program if the index were raised. They realized that the entire program was based on FTE's and that faculty members would be fired if the index were raised. The index was not raised. When I was told that story, I asked if anybody had mentioned the possibility that the students finishing that program who went in with a 2.5 index might become better teachers. That was never considered that wasn't the issue. That, state agencies would maintain, *is* the issue.

The state education department has the state as a client, the legislature as a client, the state board of education as a client. It has all of the children in all of the schools as clients. It is impossible to develop any kind of leadership that doesn't directly cut into the vested interests of some segments of the education world, and state agencies are doing that.

The world doesn't want change. If you're in a position to foster it, you're going to have problems. I believe Teacher Corps is an agency that wants to foster change. I want to talk briefly about what you can do.

Every state, I believe, has someone in the state agency assigned to serve as a liaison with Teacher Corps projects. Do you know who it is in your state? When did you see him or her last? What kind of discussions do you have? Are state people ever involved with you before you do something? Do they simply sign off? I am not trying to say that every state agency person will be a great help to you. Mine is a double message – I want you to help us as much as I want us to help you.

Have you thought about going to the office of teacher education and asking for an appointment with the director of the division, or the assistant commissioner, or the state superintendent and saying, "We know that we have a project that has potential; we know you are concerned about the quality of education; we want you to know what we are doing, and we want to be able to assist you in any way we can."

I want to conclude by trying to allay somewhat your concern when I say that state agencies want to provide leadership. A number of states are developing state goals and I've picked out a few to give you an idea of the kinds of things I'm talking about when I talk about providing leadership.

The state of Washington, for instance: the process of education should provide a learning experience matched to each student's readiness to learn and the way he learns best; or, emphasize the cultural, ethnic, and racial differences; or, contribute positively to our nation's future; or, utilize the involvement and support of the entire community to maximize educational experiences; or, appreciate the wonders of the natural world, of man's achievements and failures, his dreams and his capabilities; or, clarify his basic values and develop a commitment to act upon these within the framework of his rights and responsibilities as a participant in a democratic society. Assumptions in Vermont: all people need success to prosper; the development of a personal philosophy, a basic set of issues, is perhaps one of the most important human achievements.

I spend most of my time representing the performance-based education movement. I've spent at least half of that time defending it and urging people to think it might provide a better way to educate teachers and to help children to learn. I hear a lot of things like: "Why do you think any

group can make a difference?" "Schools don't affect anything." "There isn't any research." "No change process works, so why bother?" "Teachers won't buy it." "College personnel are up in arms." "Costs too much money." "It won't work." "You don't have enough staff." "Forget it."

I only have one answer: The quality of education in the United States is not good enough, the problems are monumental. To do nothing is unacceptable. To try to do something is the only choice. State agencies are trying. Please help us. Let us help you. □

PUBLIC POLICY AND THE EXCEPTIONAL CHILD

Frederick J. Weintraub

I'd like to share with you four assumptions that I have about public policy as it relates to exceptional children, and will deal with these assumptions from two dimensions: one is the dimension of law and litigation, those things that tend to be chiseled in stone like the Ten Commandments; the other concerns the more informal issue of how we relate to children.

The first assumption is that *public policy determines the degree to which minorities, in this case exceptional children, will be treated inequitably by the controlling majority.* It is almost axiomatic that those who have the power to distribute resources and benefits will not distribute them equitably to all who may have an interest. Thus, advocates must seek from or force from the controlling majority equal treatment for the minority. Historically, this has been the basic premise of all civil rights movements. There is no doubt in my mind that handicapped children have been, and continue to be, treated as a powerless minority in our society.

We have had since the early 1960's, and in fact long before that, a concept (perhaps the most abused term in education) of "equal educational opportunity." This term originated back in the post-Civil War period. It meant equal access to equal resources for equal objectives. When in the 1960's we moved into compensatory education, with our Title I's and other compensatory programs, the concept of equal educational opportunity was changed to mean equal access to *differing* resources, but still for equal objectives. Today I think the concept is changing again. We are moving into a period of equal access to differing resources for differing objectives, into an age where we celebrate the differences in each of us and where education's purpose is to develop each of us to our fullest.

I'm going to share with you a story which took place in Pennsylvania in 1971; a story which is now being repeated in every state across the country. In the fall of that year the parents of 13 mentally retarded children went to court, claiming that their children had been denied access to a free public education. These children were severely retarded and multiply handicapped; they were the kind of kids of whom education has said, "You are not educable and you're not our responsibility." The parents based their case on a very simple premise: they said that the State of Pennsylvania undertakes to provide education for its citizens and that handicapped children, too, are citizens. Also, the Fourteenth Amendment of the Constitution of the United States, under the equal protection clause, guarantees to all its citizens equal protection of the laws—thus, these children were entitled to an education.

The court heard the case. It heard the case not only on behalf of the 13 children, but on behalf of all similarly situated children throughout the State of Pennsylvania. In brief, the state conceded that there were many children whom they should be educating but were not educating,

but that surely they could not educate the types of kids in the back wards of the institutions, the kids in the cribs, the kids with an I.Q. of 15, or the kids who couldn't be toilet trained. But the parents insisted, "Yes, we mean that kind of kid too, we mean *all* kids; there is no line which separates some children from others." Finally the court agreed that the state must educate every child, including every mentally retarded child. (In the District of Columbia, that principle was extended to all handicapped children, and that principle has been enforced in state after state. We're now in court in about 30 states. My prediction is that within two or three years, at the most, no child in the U.S. will be excluded from a free public education.) The Pennsylvania court then went on to say that not only did these children have a right to an education, they had the right to a free education. This meant that no longer could anyone say to a parent, "Send your child to a private school and we'll pay $1000 of the $7000 fee"—for free public education means education totally at public expense. The court then went even further, and ruled that children are entitled to a free *appropriate* public education, an education suited to meet their needs. Educators reacted in horror at the word "appropriate"; could the court mean that education meant teaching children toilet training, how to feed themselves, to sit up—was that education? The court ruled yes, that education is a process by which individuals learn to cope and deal with their environment—thus learning is education and all children are educable.

We are now reaching the next step in equal educational opportunity, because what the courts ruled was that equality is not sameness. Equality does not mean that everybody gets the same, nor does it mean that everybody comes out the same in the end. This is critically important, because we maintain that for a child to learn to feed himself is as worthwhile a social goal and objective, is as satisfactory and important to that child, as learning to become a doctor, a lawyer, or a teacher is to another child. And if we look at our schools and what we do in our schools, we see that there are value systems. We say that the kid who's in the academic track, who will go on to college, is more valued than the one in the vocational program. Then we say that the kid in a vocational program is more valued than the one who may have no vocational goals whatever. What the court provided was the start of the new definition of equal educational opportunity—*equal access to differing resources for differing objectives*—that is, we don't all come out the same in the end. We're all different; we're all valued; we all have rights and among them is the right to proceed as far as we can in our own lives. And education's responsibility is not to provide a program, education's responsibility is to meet the needs of individual children. Thus our concept, even in special education, that there should be a program for the mentally retarded, or an academic program or a vocational program, is false. There should be a program for Mary, a program for Johnny, and a program for Susie, each designed to meet each child's needs.

In the District of Columbia the court said that if the state didn't have the money to provide for all of these children, it must redistribute its resources, take from some to provide for others, for it may leave no child standing outside the door. Handicapped children have as much right to be in school as any other children, and they are going to be in school, even if it requires stopping the construction of the new gymnasium. We're talking about a million children in this country who are out of school because they are handicapped. But soon they will be admitted.

Let us now turn to the second assumption: *public policy determines the degree to which those who are served will be vulnerable to abuse from those who provide the services.* Whenever an individual's basic existence is dependent upon those who serve him he is no longer free, because his whole future depends on his maintaining the good graces of those who serve him. How can people be free when others have control over their destiny? One of the objectives of our efforts must be to allow handicapped individuals to acquire the ability to determine their own destinies, and thus set themselves free. One of the things the courts wanted to know was how decisions are made as to whether to include, exclude, place, or classify a child. They called in superintendents and found out that school officials were making decisions in a rather arbitrary, at times capricious, manner. What the courts and the legislators have now determined is that in this society people have guarantees of due process of law under the Fifth and Fourteenth Amendments and that if decisions are to be made about peoples' lives, those people have a right to be involved in those decisions. We have had professional tyranny in this country and the courts are now saying that it has to stop. This means that if parents or kids don't agree with the recommendations that are being made (I'm not saying that good professional parent/child interaction isn't what's needed; it is), they have certain basic rights. One of these is the right to advance notice of any substantial decisions that are to be made, and that notice must be in writing, in the language of the home, and sent by registered mail. The term "substantial decisions" doesn't refer to changing a child from one reading group to another, but to decisions such as labeling a child retarded, or moving a child from one type of program to another. In addition, parents have the right to request a hearing if they do not agree with the decision or recommendations, and the hearing is to be conducted by a person independent of the school district. Parents have the right to examine all records (and we've got to start teaching teachers how to keep records). Parents also have the right to independent evaluations of their children, at public ex-

pense, if necessary, and parents have the right to be represented by legal counsel. They have the right to cross-examine or talk to people involved in the situation. Then the hearing officer makes the decision which is binding, pending a higher review. Immediate reaction from many professionals was that school staff would spend all their time in hearings. It hasn't happened. In the State of Pennsylvania, where hearings have been going on for over a year, there have only been a relatively small number of hearings requested. One reason for this is that the quality of decision-making has improved. The important point is that professionals, for the first time, are being told to be professionals—to make recommendations that they know are appropriate, not simply on the basis of administrative convenience. Being a professional means not yielding to pressures, but standing on professional ethics, saying "this is what I believe is right," and being willing to defend it. Thus, I see this not as an antiprofessional movement, but as a pro-professional movement. For the first time, we are encouraged not to be subservient to political pressures, but to act professionally and speak up for kids.

One result of this movement is the concept of the "least restrictive" alternative. This means that there exists a continuum of appropriate services. The least restrictive alternative allows the handicapped child to attend school like every other kid. The most restrictive alternative is institutionalization. There is a full spectrum of abnormalcy; what the courts are saying is that we may not move the degree of restrictiveness any more than is minimally necessary, we must start with the assumption that every child is normal, and may only place a child in a restrictive setting with clear evidence that that's what the child needs. The burden of proof is on the schools' shoulders. I dislike the term "mainstreaming" because it implies that we're going to take deviants and make them normal. What I prefer is the concept that every child is entitled to an education suited to his needs, there is no mainstream, only each child's flow of learning.

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A great deal is happening on the questions of testing and labeling. Very honestly, we're always going to have labeling in our society. Let's not believe the myth that we're going to wipe out all of society's negative images of handicapped children; we'll do that when we change society. It's not the label that's bad, it's what happens to those who are labeled. If we can stop what is happening to them, then the labels won't be so bad.

On the subject of testing, it's absolute lunacy to me to see in 1974 psychologists giving tests in English to kids who speak Spanish. How can we, in 1974, have psychologists giving inner city kids tests that have no relevance to their existence? How, in 1974, can we still make the decision that a child is mentally retarded on the basis of an intelligence test when, since 1958, we have said in the profession that mental retardation is a lack of intellectual functioning and adaptive behavior? A child has to show that he not only cannot function in school, but that he also cannot function in the environment of his community. How can we label "retarded" a child who can't function in school but goes out to the corner and runs numbers? We are going to stop it, and one way we're going to stop it is to ensure that the psychologists and administrators who do such things have no time to give the tests, since they will be sitting in court all day or raising money to pay their liability fines. I don't think we're dealing with a controversial issue any more, we're dealing with common sense.

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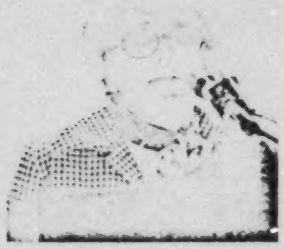
The third assumption is that *public policy largely determines how society will perceive a class or group of individuals*. Thus, the nation's policies regarding handicapped children have cumulatively produced a rather negative image of these children. I do not believe that human beings are born with a natural prejudice toward handicapped children. We instill it by hiding handicapped people from non-handicapped people. Handicapped kids form 10 percent of the population, yet we go through school not seeing any handicapped kids. The place to start teaching people to live with other people, to understand other people, is in our schools. One of the most significant things to happen in recent years was the mandate that 10 percent of the national enrollment of Head Start consist of handicapped children. What we are now seeing is handicapped kids, blind kids, deaf kids, physically handicapped kids, and retarded kids integrated with other kids, and they're getting along fine. The staff is having some problems because they still think those kids don't belong there, but the kids don't have any problems, and that's what counts.

The fourth assumption is that *public policy influences how a class or group of individuals will feel about themselves*. If we continue to abuse, mistreat, segregate, and discriminate against handicapped children, we will only create another generation of handicapped people who don't see themselves as being able to cope with or to deal with society. After the court decision in Pennsylvania, one school district passed a resolution which said, "Mentally retarded children can come to school next year, but no mentally retarded girls may try out for the cheerleading squad." That's the kind of discrimination that hurts most of all. It's the little things that hurt these kids, that hurts

their perception of themselves. That's what we've got to teach teachers not to do. Bill Smith put it well when he said, "Teach kids that there is nothing greater in the world than the feeling, 'I am alert, I am confident, I can do.' " You ought to see the face of the child when he learns to get that first forkful of food to his mouth, the face of a blind child when he discovers braille. That's learning, and that's where we can help. There's going to be a day when the retarded child, the physically handicapped child, the blind child, the deaf child, walk down the halls of our schools and look the other kids in the eye and say, "Here I am, world." That's what our mission is and that's what I think Teacher Corps and you people can help accomplish.

John Lindsay once said, "No society in the world has higher aspirations for individual freedom than ours. Inevitably we fall short. Our task, your task and my task, is to make the reality equal to the promise. In peace under law . . . we must go right on." □



NEW DIRECTIONS IN SERVING CHILDREN WITH SPECIAL NEEDS

Evelyn Deno

The laws and the recent court decisions leave us with three very important policies. One is the right to equal educational opportunity, which gets down to such basics as you can't cut a child out of school because he "doesn't fit" unless you send all the children home from school. We have proceeded for a long time on the principle of the greatest good for the greatest number, but that is no longer a legitimate basis for excluding a child from school. The second policy is optimal education for the individual. The third is the policy of due process, the idea that you don't move a child out of the general realm and mainstream of childhood without being able to demonstrate that it is better for him that you do that. Once a child has been moved out for "treatment" purposes, then effective treatment must ensue.

What we see happening here is a departure from the original practice of putting children who are different in some out of the way place where they will be out of sight and out of mind. Some approaches give them help within the regular school, but still keep them apart as clients of a separate system where, again, they don't bother anyone too much and responsibility for their service belongs to another system. If we are genuinely invoking the possibility and the responsibility of establishing within the mainstream the most therapeutic environment possible for all children, we have opened the possibility of including within that environment a much wider range of needs than we have included there before. For some children, providing a special support system may help to keep them there That support may take various forms: it may take the form of help to the regular teacher in laying out the kinds of instruction that will be most appropriate for that child within that regular classroom; it may be some work with the family at home; it may be drawing in the resources of other agencies in some way to support the growth and development of that child and assist the teacher in that effort. But the regular teacher is the main focus of attention and the main focus of responsibility—the primary facilitator of good things for children. We see much progress now in moving handicapped children out of institutions into community living. They are participating more within the mainstream of childhood activity. We are taking care of them by procedures which will allow for the individualization of their instruction in circumstances which are close to normal. Some people are speaking of this practice as "normalization."

In doing this, we start with the proposition that kids are kids are kids. They're more alike than they are different.

There are general learning/teaching principles used in working with children that apply across the board, to regular children as well as those who are handicapped. The approach proceeds as follows: start out by setting what objectives the school should pursue in the socialization of children, then do a learning needs assessment in terms of the skills to be developed in each individual case. Consider the alternatives by which we can promote that development, and by the continuous monitoring and assessment of the child's progress, try to set up the conditions which will maximize the child's learning in the goal direction. Outcome information is fed back again into setting the instructional goals for that particular child. When we employ such an instructional model, it is not always necessary that we do an elaborate pre-instructional assessment of the traditional kind (which would involve a medical evaluation, a psychological evaluation, a social evaluation, and an educational evaluation). Diagnosis takes on a different complexion and a different orientation within this instructional approach. Prediction is given less weight. If we have an ideal kind of instructional approach and system for continuous evaluation of the effects of our intervention in goal-related terms, the best way to find out about the child's capacity to learn is to put him through that system and see what happens, to see what we can do for him. We drop our pessimistic shield in the approach and say that *every* child can learn if we can be smart enough to set up the conditions that allow him to learn.

We're seeing very surprising things happening now in children who have been or might have been institutionalized in the past. State education agencies and local education agencies are collaborating with the institutions. They are saying, "let's not try to predict beforehand which of these children can benefit from instruction and which ones cannot," for that seems to assume that somehow the conditions of which learning is a function reside entirely within the child, and that by testing the child we will determine whether he can benefit from instruction. We're trying to set up assessment systems now which recognize that learning is a function of variables within the environment as well as conditions within the child. There is a circularity involved in learning. What the environment stimulates and how it responds are as much a part of what we are assessing as the child is, when our concern is with what affects learning. This view gets us away from the kind of testing Fred Weintraub was talking about, which is so limiting for children.

In many of your skill sessions you will be hearing about places where this kind of instructional model is utilized and carried over into teacher training and into local education agency practice. We can't possibly take the old, fatalistic view of what it is possible to do with children with special needs, when we look at some of the results that have been achieved under new approaches such as early stimulation of Down's Syndrome children, and skill training for the severely retarded. Workers have gone into the home, worked with parents, and worked with children to see whether by stimulating early they could not only raise I.Q. scores, which are the traditional criterion, but whether by this procedure they could help to prevent the decline in I.Q. scores of Down's Syndrome children that has appeared regularly in research on these children. Lo and behold, these children are able to do very surprising things when worked with in this way. Through precision teaching and behavior modification techniques we are able to work with children who are much more severely handicapped than were ever handled by school systems before. To their great benefit, children who have been engaging in self-injurious behavior have been helped to get beyond that obsession and engage in constructive learning experiences. If children so severely handicapped can be helped to learn, certainly we can do better by more able children who are capable of sharing in the educational mainstream.

One of the most exciting things of all is that we have been able to share with regular education some of the techniques that have been employed in special education. There's no need to stress that they are special education techniques, because really they are techniques for all children. A high degree of specialization of instruction for handicapped children doesn't need to exist if you have a good learning theory and a good instructional model for all children.

So what we are hoping for is a reallocation of funding and a reallocation of roles through what some people call a "systems approach" to the design of services and service delivery to children, one that makes appropriately individualized instruction available for all children. The kind of system we're trying to set up is one which serves most children with special needs in the regular classroom and builds up behind those children a system of support that will ensure their success there, which is the best place for them. But some children will need a special setting, still.

We want to develop an instructional program for each child, which will provide his teacher with the curriculum and instructional materials he/she needs, one that will show the teacher how to use these materials in the regular classroom if it is at all possible to do so. We want a system that will move the child along at a pace that is appropriate for him. The testing and the assessment that are done are done for the benefit of the individual, for the planning of an appropriate curriculum for him, and for moving him forward within that stream—not to maintain the comfort and convenience of the system. The goal of assessment is to tailor learning experience to children, not to select children to fit curricula the school has prescribed. □

A DIAGNOSTIC-PRESCRIPTIVE TRAINING COMPONENT

Philip H. Mann

For some time, educators have been cognizant of the need to develop the necessary insights, skills, or incentives to work with students who manifest a variety of learning and behavioral problems. Regular teachers need to understand how to use the available alternatives for teaching these students. They traditionally have looked for materials to show them what to teach instead of looking at the learners to find out how to teach. When these teachers fail, as a consequence, students are labeled "lazy," "emotionally disturbed," "clumsy," "stupid," or "mentally retarded."

As the competition increases for the decreasing number of available positions in regular education, we can no longer afford to pay lip service to the quality of preservice and inservice education for teachers. The tight job market will gradually force institutions of higher education and funded projects to become more accountable in the preparation of educators to meet the needs of all students. The days of providing beginning teachers with enough basic skills and enthusiasm to get through the first few years on the job are over. Pressures on the new teacher as well as on the career teacher with experience have cut the allowable percentage of failure closer to zero.

Teachers who may be lockstepped into a curriculum selected and imposed from outside the reality of the classroom are baffled by the mystique of teaching systems and educational assessment, and threatened by parents demanding change. They are fearful of the repercussions of accountability. There is a reluctance to give up the safety of labels or grouping students and a resistance to accept educational alternatives which may help the atypical learner.

The diagnostic-prescriptive approach of educating students implies that the settings for students will be based on their needs rather than on the allocated units or programs that must be filled. Primarily, however, the approach is used to determine through task analysis what it is that students need to know to succeed in schools as they are now constituted. By delineating the critical skills necessary for success in the academic areas of reading, writing, spelling, and arithmetic, the Teacher Corps staff person trained in the use of this approach can then identify students' deficits in the language areas that prevent them from being successful in the given tasks. The training module or program suggested here is designed to fill the gap between what Teacher Corps staff already know about how to teach students and what they need to know to better individualize instruction.

Philosophical and Theoretical Framework

The instructional basis of the training program is a learning design (Figure 1) which shows the important parameters of students' learning patterns. This design is a framework which teachers can use to identify the strengths and weaknesses in students' learning processes. After assessment is accomplished, specific educational strategies can be developed for each student.

In the application of educational strategies, the teacher uses the principle of "plateau," i.e., no student remains in the same place in the skill area of concern for extended periods of time without some justifiable explanation. For the student, success must be the rule rather than the exception. The teacher learns to apply the principle by adjusting the rate, amount, and sequence of input according to the student's needs. When the learner reaches a point of failure, the teacher takes him back to his last accurate achievement and leaves him with the feeling of success.

Teaching students in this manner can be called "eclectic" because it pulls together the best of all available resources. It can also be described as "humanistic" since it emphasizes success. It is humane in that it attempts to change the life style of students who have been school failures and, consequently, have become failure-avoiding in their attitude toward learning. The emphasis on success makes the student strive for success. The approach does not dehumanize a student with "red marks" on his paper; instead, it gives him the means of acquiring a good model for himself. The development of appropriate educational strategies for individual learners depends upon analysis of behavior within the total environment, including the material as

well as the physical setting; and as such, the approach may also be termed "behavioristic" and even "atomistic."

Suggested Training Module

Teacher Corps trainees should be required to demonstrate after formal instruction, in practicum situations, the knowledge, skills, and attitudes necessary to establish desired behaviors in students with learning difficulties. The suggested program in this paper is not designed to train teachers to be school psychologists; they are trained in the dynamics of educational diagnosis and remediation so that they know what to do when learners fail to learn with traditional educational approaches.

Assessment

Many educators place assessment near the top of their list of training needs regardless of level. Testing, to many of them, has become a ritual that occurs at designated times during the year and that must be accomplished with as little frustration as possible. The results of tests often affect t labels used and, more importantly, the expectations of th students. With more accountability today, even security the teacher's job possibly may be threatened. For all t time and effort utilized in administering achievement te the results may not be directly affecting desired individu ized instruction for students with specific learning nee Regular classroom teachers can become more sophisticat in their use of different types of achievement tests for di nostic purposes. By analyzing the reliability and validity tests as well as the complexity of the directions, the form and the parameters covered in the content, teachers c better understand the elusive "why" of the performance students that do poorly on these tests as well as in th particular skill areas of concern.

Teachers need to learn to utilize observational checkli and developmental inventories at the task levels (i.e., rea ing, writing, spelling, arithmetic) and the deficit levels (i.e perception, imagery, language, etc.). These can be admin

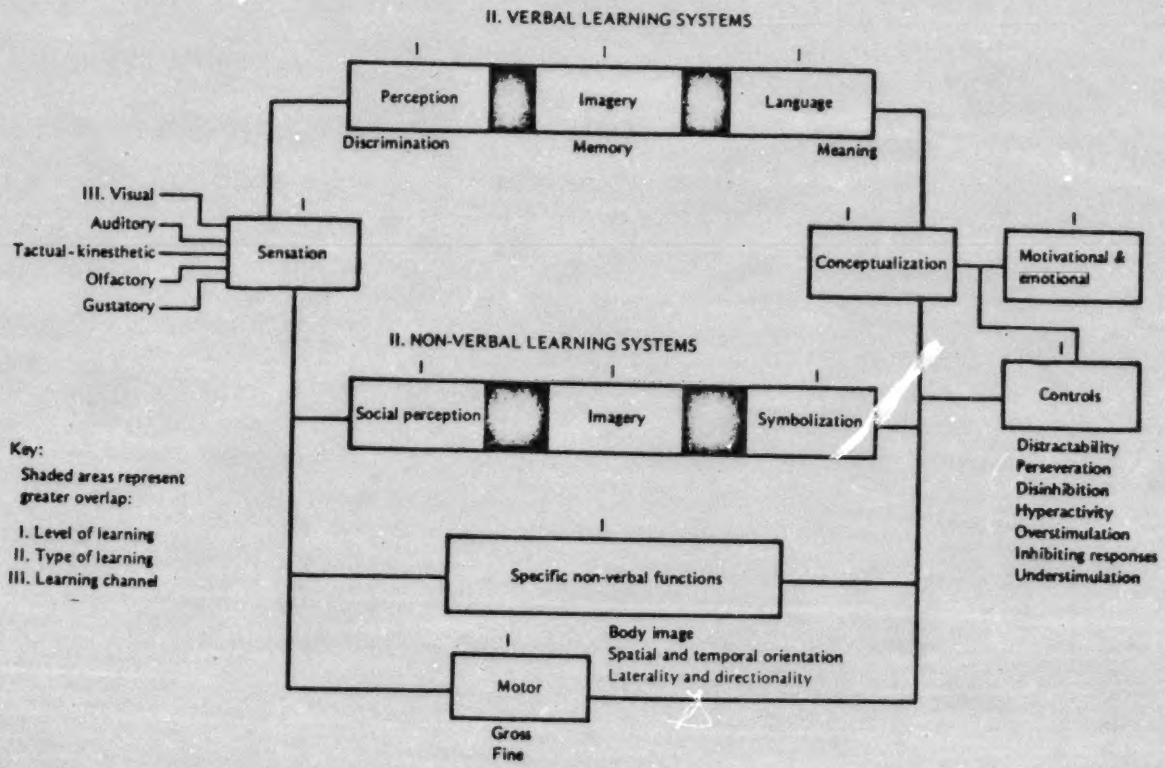


Figure 1 Design of Correlates for Diagnosis and Amelioration of Learning Problems in Children

tered within the time commitment the regular teacher ordinarily allots to the evaluation of students with learning problems. Diagnosis should occur early in the school year and be ongoing in nature, yet manageable for the individual teacher. We have found that the regular teacher isn't quite as concerned with the development of an extensive battery of screening instruments or the acquisition of diagnostic skills in administering tests as he is in relating the bits and pieces of information to the ongoing curriculum, the behaviors of the learner, and the materials that will be used in instruction. They want to know what is critical, what the prerequisites to success are, and where do they start after the initial assessment has been completed. In our training we emphasize the relationship between the deficit areas that interfere with success at the tasks of reading, writing, spelling, etc., and how these can be ameliorated and continuously evaluated separately and as a part of the total language arts program. The prime opportunities for assessment must become a part of the teacher's daily concerns.

Another aspect of assessment in the training of Teacher Corps staff is the use of ancillary personnel as support systems. The referral systems utilizing psychologists, social workers, resource personnel, and the interpretation of their data back to the classroom teachers is another common concern.

As teacher trainers prepare the Teacher Corps trainees to utilize diagnostic procedures in order to gain information on students' learning styles and levels of performance they must at the same time allay the fears of administrators and ancillary personnel in terms of infringements into their level of expertise. If relevant diagnostic skills are given to the teacher along with the training necessary to communicate information to support individuals, we feel there will be a reduction in inappropriate referrals when a student isn't learning and the pressure mounts for a solution to the problem. Although a student may seem to have normal achievement possibilities and the potential to learn in some areas for his age, other areas may be weak and he will need special instruction or remediation that takes into consideration his specific problems. After the teacher has been trained to use this framework to identify the strengths and weaknesses in students' learning processes, specific initial teaching and amelioration programs can be developed for each student.

Instructional Technology

The instructional basis of our training program is also the learning design (Figure 1) that indicates the important parameters of students' learning patterns. In evaluating learning difficulties the teacher needs to look at the learner's level of development with reference to where he breaks down in the learning process or, more specifically, to determine the problem areas that prevent him from learning a given task.

The development of a sequential educational curriculum for individual learners depends upon analysis of behavior within the total environment, including the material as well as the physical setting. Curriculum options must be based on the learning styles of the students and the development of prerequisite critical skills necessary for success at the task level areas of reading, writing, spelling, and arithmetic. Since no one program can serve all purposes, it is imperative that Teacher Corps staff be able to select appropriate sections from all available systems for particular learning needs. This eclectic approach will result in the pulling together of the best of all available resources.

Materials and media must be considered as an integral part of the curriculum that must be modified accordingly for the students with learning problems. For many learners, success or failure is determined not only by the expectations, intentions, and skills the teacher brings to the task, but also by the interpretation and organization of the myriad of commercial materials, systems, and programs that are available. The dilemma isn't so much where to obtain materials any more as it is the evaluation of available materials for their functionality and appropriateness. Teacher Corps staff must become skilled at analyzing materials by level of presentation and relationship to the learning correlates that comprise the skills needed to learn particular academic skills.

In order for individualized instruction to become a reality in large classrooms, the organization of materials and media for use by learners must be carefully planned. Students can be taught to incorporate many manipulative materials and media as part of their everyday learning experiences, in an incidental fashion. They can be taught to utilize the "machinery" through actual involvement while learning a specific task, such as arithmetic. Therefore, the task (e.g., arithmetic) itself becomes the focal point, the media merely the vehicle used to enhance the learning of the task.

It appears that there are a great many options available within the school and the classroom that teachers do not utilize. Many teachers are materially oriented by things that they have grown accustomed to using over the years, (e.g., textbooks, chalkboards, etc.). Visuals, manipulatives, and listening devices, when used appropriately as reinforcers to learning, can aid the learner at the learning task, especially in the case of students who exhibit learning or behavioral disorders.

Physical Environment

The diagnostic-prescriptive teaching approach to meeting the needs of learners lends itself to implementation in many

different educational settings. Traditional as well as open space schools can readily adapt diagnostic teaching techniques as long as the basic philosophy of the school incorporates the principle of meeting individual needs or, more specifically, of individualizing instruction. A building does not facilitiate learning; people do. Therefore, a program that is child centered should turn out teachers that are flexible in structuring the environment.

Teacher Corps trainees need to understand how to modify available space, to develop learning centers, and to evaluate the physical structure in terms of noise, lighting, and mobility for the learner. Failure in school, significantly, is contributed to in many cases by environments that may be incongruous with the learning patterns of students or even with the teaching styles of teachers. For example, students with deficits in the auditory area (listening skills) who are placed in large open classrooms may fatigue easily because they expend more than the usual amount of energy in attempting to attend to many different tasks with excessive environmental stimulation present.

Behavior Management

The management of behavior is probably one of the most common areas of concern at all levels. The shaping of behavior takes many forms and can be implemented in a variety of educational settings if used appropriately. Systematic approaches to dealing with aberrant behavior in students as well as modifying the behavior of all who are involved with the handicapped learner must be an integral part of the training for Teacher Corps staff. Without systematic structure and use of proven systems that produce desired changes in behavior, the teacher is reduced to a mere trial and error existence, and his curriculum efforts are often eclipsed by overt behavioral manifestations giving the impression that the learning environment is lacking in discipline.

The essence of good behavior management is found in the use of appropriate structure rather than in the automatic application of accustomed techniques. The classroom teacher must first understand the meaning behind exhibited behaviors, especially where learning-handicapped students are concerned, since aggression or acting-out, withdrawal, hyperactivity, distractability, etc., all have multiple causations. In understanding aberrant behavior it is felt that the teacher will not be as fearful or as threatened in being thrust into situations that are noxious as well as incongruent to him in comparison with his particular life style.

Community Involvement

It is expected that programs of this nature will tie directly into existing parent advisory groups and other community agencies at the Teacher Corps sites. Emphasis should be placed upon working with parents of the disadvantaged, acquainting those involved with the development of the diagnostic teaching approach being implemented in their schools and with how they can be of service to the students as an integral part of the overall plan.

During the planning stages a concerted effort should be made to involve parents, as their help will be needed in facilitating the implementation of the total program. Parents can aid in the preparation of curriculum materials and in many other ways. A portion of the working sessions should be devoted to working with parents and paraprofessionals. Their participation will give impetus to more in-depth involvement during later stages of training when one of the primary goals will be to disseminate information within the community and impact other areas of education.

SUMMARY

The diagnostic-prescriptive module for Teacher Corps staff is applicable to diverse educational settings and many types of teacher training programs. The philosophy of the program is predicated upon the accountability of teacher training to the changing needs of the community served by the institutions of higher learning. The need to accelerate the modernization of teacher training at the university level and the communication of such changes to the educator on the job through preservice as well as inservice training permeates every aspect of today's trend in education. The interface of special and regular education in a common core of competencies and the move toward a competency-based program for teacher education are part of the assumptions of this suggested program.

For educational renewal to become a viable response to the needs of society, the personnel involved in the extension programs and those participating in the needs assessment of local school systems must have the expertise to develop comprehensive educational programs and to upgrade the skills of the classroom teacher. The training suggested in this program, which is child centered, humanistic, individualized, and task oriented, is designed to meet such needs. Thus, during their period of training, Teacher Corps trainees must learn how to apply principles of learning in the following areas:

1. Child growth and development including the atypical.
2. Curriculum development for students with learning difficulties.
3. The methodology necessary to select, develop, and evaluate sequential educational curricula for the deviant learner.
4. Multimedia approaches to learning.
5. Qualitative and quantitative assessment and evaluative techniques; informal and formal testing in cognitive and affective areas.

6. Exceptional behaviors in relation to learning as compared to normal learners.
7. Professional and nonprofessional relationships that are essential to the implementation of a total program.
8. The planning and implementation of individualized total instructional program designs to meet the specific needs of students with learning problems (content, methodology, material, and management).
9. The behavioral management of students with specific learning and/or behavioral problems in relation to learning.

In the application of the principles, the trainees should be expected to understand the needs of students with learning difficulties in the following behavioral areas:

1. To perform physically at a level that will facilitate learning.
2. To function adequately at the sensory level.
3. To recognize, organize, and integrate data from various modalities for meaningful learning at both verbal and nonverbal levels.
4. To assimilate levels of sensation, perception, imagery, and language for efficient conceptualization.
5. To maintain an emotional and motivational level for effective environmental coping.
6. To develop skills to the degree that performance in general education programs can be realized and maintained.

The Teacher Corps trainees must become educational change agents through inservice training in their schools and the facilitation of better communication among educational personnel. Since teachers are more receptive to new ideas that are used by teachers like themselves, the Teacher Corps staff members will soon recognize that their success as change agents to a large extent will depend on proving that the needs of many atypical learners can be met within the mainstream of education.

The demand for new teachers in the field has slowed down. Institutions of higher learning and school systems are now faced with the responsibility of adding improved educational technology to the repertoire of teachers who are already employed. The diagnostic-prescriptive approach is such a technology and it is designed to help education become more responsive to the continuous changes in our society. □

PBTE: ON FORGING NEW ORGANIZATIONAL ALLIANCES

William Licata and Lewis J. Sinatra

Performance-Based Teacher Education (PBTE), with the strong support of Teacher Corps, has been an evolving force in American education for the past several years.

Concentration on meeting the needs of individual learners, which is often referred to by teacher educators as "individualization of instruction," "diagnostic-prescriptive teaching," or "analytical teaching," has been an evolving force in American education for a much longer period of time. Furthermore, teacher educators concerned with the education of teachers for service in regular classrooms as well as those concerned with the education of teachers for service in special or exceptional education classrooms have taken up the torch for individualized instruction. However, these two groups have done this quite separately, in far too many instances.

Evidence of concentration on individualized instruction by regular teacher educators includes emphasis on innovative curricular programs such as *Man—A Course of Study*[2] and *Science—A Process Approach*,[3] and the use of techniques such as computer-assisted instruction, flexible group-

ing, and open classroom situations. Evidence of concentration on individualized instruction by special teacher educators includes the development and utilization of diagnostic techniques to determine various types of learning problems and the development and use of various behavior management systems.

In light of the present thrust to develop PBTE programs and the long standing commitment of teacher educators to individualized instruction, it seems quite logical to assume that the PBTE programs that are presently being developed would strongly emphasize diagnostic-prescriptive teaching. However, this generally is not the case. Furthermore, we believe there are at least two major reasons why this is very often not the case—reasons that the national director of Teacher Corps, Dr. William Smith, must have seen at least three years ago when he encouraged the inclusion of diagnostic-prescriptive components in all Seventh Cycle Teacher Corps programs.[4] One of the reasons we speak of is organizational in nature and the other has to do with the relationship of the general or theoretical to the particular or concrete.

Consideration of the organizational dimension yields the following insights. Regular and special teacher educators working within the same organization usually occupy quite distinctly separated organizational niches. If we add to this situation the fact that most Teacher Corps personnel are regular teacher educators and the usual tendency of organizational units to limit the flow of information across unit boundaries, a reason why the diagnostic-prescriptive promise of PBTE has not been actualized begins to become visible. The same organizational tendencies which kept these two groups from sharing resources previous to the PBTE movement are still at work.

We strongly believe that a great deal of the diagnostic work that has been done by special teacher educators, if linked to much of the work that has been done by regular teacher educators in the areas of instructional methods and materials, would facilitate the emergence of teacher education programs that would prepare regular classroom teachers to effectively teach children with a wide range of individual characteristics. If this is true, then the devisive organizational tendencies mentioned above should not only be inhibited but reversed. Furthermore, it is our responsibility, as Teacher Corps personnel, to help inhibit and reverse them. We must facilitate the forging of new alliances that will bridge the gap between regular and special education. Only then can the diagnostic-prescriptive promise of performance-based teacher education begin to become actualized.

The principles and procedures of sound program development that are presented at a later point in this article should shed some light on how the forging of the abovementioned new alliances might be facilitated. Now, however, we would like to pursue the second reason why pe formance-based teacher education and diagnost prescriptive teaching have not grown together in a mutual tic relationship.

Americans are highly pragmatic people. Our motto h always been, "If it works, use it." This mind set has be very helpful to us; we have used it productively from fig ing the War of Independence guerrilla-style to navigati Conestoga wagons to the Pacific. The problem with t approach is that it does not foster the foresight which critical at a time when problems are highly complex a when resources are scarce.

Evidence of this shortcoming can be seen in many fiel The use of DDT on crops surely does kill insect pests; ho ever, it also poisons the food chain. Exhaust pollutan from automobiles can and are being reduced; however, th reduction does not address the larger problem of too ma automobiles on too many highways using too much ener to move too few people. In the field of education, Ame ca's pragmatic response to Russia's Sputnik was to increa drastically the emphasis on science in the schools. This w done at a time when a drastic increase in the emphasis human relations in the schools might have helped circu vent some of the catastrophic events of the late sixties.

Our educational problems are highly complex and t resources available to deal with them are in even shor supply. Furthermore, our human resources of the futu i.e., tolerant, loving, empathetic, and understanding hum beings, will be in even shorter supply if we do not bri more "mental muscle" to bear on shoring up our educ tional system. The point is that we can no longer affo short-sighted, pragmatic solutions to our highly compl educational problems. We must invade the realm of conceptual—the generalizable—the multiapplicable in or to deal effectively with these problems. In the developme of teacher education programs, for instance, we must bu mental or conceptual pictures of teaching and learning t are as holistic as possible.

Presently, in the development of far too many PBT programs, far too little emphasis is placed on conceptuali tion. This lack of emphasis often results in "laundry lis of teaching competencies; "laundry lists" which, upon sc tiny, reveal preoccupation with what comes easily or what is most easily measured.[5] Effectively dealing with dividual learning situations has never come easily and ne will. In order to effectively teach individual learners, must build comprehensive conceptual teaching mod systematically deduce competencies from them, devel learning packages that will operationally define them, a then effectively use these learning packages in the inst tion of pre- and inservice teachers.

In order to do this we must be willing to take ris because in the development of these models we must

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our beliefs about teaching and learning on the line. Then, through the operationalization of the models, we must subject these beliefs to rigorous testing—testing that could well demonstrate that some or many of our sacred assumptions are erroneous and deserving of commitment to the "Journal of Negative Findings."[6]

This discussion is reminiscent of a speech given by Warren Bennis about four years ago. In that speech, Bennis spoke of the preference of many of the radical leftist student groups of the late sixties to deal with conservative rather than liberal leaders. This preference was based upon the radicals' insight that, although they disagreed with the conservative leaders, the students at least knew where the conservatives were coming from. This was not true in the cases of the more liberal leaders who attempted to utilize pragmatic approaches in dealing with the young people. Bennis' conclusion concerning this situation was that the leaders of the future must take moral stands.[7]

The future of which Bennis spoke is now, and we, as educational leaders, must take those stands. We must do it by thoughtfully constructing comprehensive models of teaching and learning through which our beliefs about education will be exposed and subjected to rigorous testing. We must do it by abandoning deeply held beliefs when the evidence indicates that they are erroneous. Only through this process can we make the type of progress we need to make in order that our educational system will maximally facilitate the development of all of our young people into tolerant, loving, emphathetic, and understanding human beings.[8]

Earlier in this article, we reviewed the organizational predicament of regular and special teacher educators as it relates to keeping these two groups from productively working together. At this point, we would like to return to an organizational perspective and present eight principles of program development. We have found these principles helpful not only in working with the regular and special teacher educators, but also in working with the following groups that are focal in the development of new teacher education programs:

1. school system central office administration units
2. local teacher organizations
3. school principals
4. team leaders
5. teachers
6. parents and other community members.

Principle I: We must remember that, as Teacher Corps people, we are attempting change agent roles. We must also remember that the most effective change agents in a given organization are usually those individuals who have built up a great deal of organizational credit in that organization. Groups are more open to having their norms broken by individuals who have devoted a great deal of effort in upholding those norms rather than by individuals who have not proven themselves as upholders of organizational norms.[9] Therefore, *in the recruitment and selection of project staff, a good deal of consideration should be given to the hiring of individuals who have developed organizational credit with one or more of the above-mentioned groups.*

Principle II: The organizations that we are concerned with, i.e., colleges and universities, school systems, teacher organizations, schools and community organizations, all share at least one major trait. They are all organized along bureaucratic lines. The power flow in bureaucracies is definitely downward from the apex of the bureaucratic triangle. Yet, the individuals on whom we are ultimately trying to have impact, i.e., teachers and parents, usually occupy positions that are rather close to the base of that triangle. Therefore, *our initial efforts in the area of organizational change should concentrate on the allying of top and middle organizational management with our goals and objectives.*[10]

Principle III: Each Teacher Corps project is operating in a community that has a specific set of political and economic realities. These realities are reflected in various ways by the local organizations with which we must deal. Our sensitivity to these particularistic realities is paramount in the quest to achieve our project objectives. It is senseless, for instance, to approach a local teacher organization president and attempt to sell a Teacher Corps project as competence based, if the teacher organization in question is having grave difficulties with the whole idea of competence-based teacher education as it might relate to competence-based teacher certification. A more sensitive and productive approach might be to dwell on the knowledges, skills, and attitudes that the project could impart to teachers in the school system and to emphasize the graduate credit that would be available to teachers who cooperate in the program.

Another example in the same area involves the inability to get water from a stone (assuming the absence of divine intervention). For instance, to approach a local educational agency for increased institutional economic commitment to Teacher Corps at a time when that agency's budget is being pared to the bone is completely senseless. In such cases, the local Teacher Corps staff should strongly pursue other signs of commitment which do not involve the direct outlay of dollars. Examples of these signs of commitment include the use of facilities which are already in existence, the retraining of agency personnel, and the use of already existent agency services.

The point of both the above-mentioned examples involves sensitivity. *Teacher Corps projects can only be effective to the extent that project personnel are sensitive to local political and economic conditions and are able to respond to these conditions in a positive and creative manner.*

Principle IV: Good human relations is a preeminent factor in attempting to achieve project objectives. The school superintendent, the professor, the community representative, the college dean, the teacher, etc., all have their own presentations of self. Furthermore, since we are not, by and large, a self-actualized society,[11] each of these individuals usually has developed an elaborate set of defensive practices to protect his or her presentation of self.[12] Pointing our flaws in self-presentations is not the route to either increased psychological health or to organizational change. Conversely, openness to and acceptance of the self-presentations of individuals involved with Teacher Corps projects opens the door to both personal and organizational development.

Principle V: Local Teacher Corps project staff members must have a clear knowledge of project mission and an accurate assessment of the roles each focal group is to play in the achievement of the mission. It is self-defeating, for instance, to bring a community group together and ask the individuals in this group what parts they would like to play in a Teacher Corps project. We, as educators and as organizationally aware individuals, must have rather clear insights as to how members of the various organizations with which we are working can uniquely contribute to the betterment of education in our communities. This is not to say that we should attempt to tell these groups what they should be concerned about, but rather that we should have clear ideas about how they can work together in dealing with their concerns.

Principle VI: Multigroup inputs must be synchronized so as to maximize the state of becoming of the project. It is ridiculous to think of an automobile being in first, second, and third gear simultaneously. Although each of these gears embodies an input that is quite necessary to the overall performance of the automobile, each has an appropriate set of conditions under which the input is most useful; first gear at low speeds, second gear at intermediate speeds, and third gear at high speeds. To begin a project by bringing together community representatives, teachers, professors, and school administrators to be a program development work group amounts to trying to put an automobile in three different forward gears at the same time. It won't work. Furthermore, aside from spinning their collective wheels, these multigroup work groups often encounter interpersonal "crashes" that could very well abort an embryonic project.

A more sensible direction to follow in the initial stage of program development is to seek inputs from different groups at different times concerning different and appropriate aspects of the program, to analyze these inputs, and to put them together in a meaningful manner. As the program develops and as each group sees its inputs being used in important ways, vested interests should begin to diminish and identification with the program as a whole should begin to grow. This identification should be synergic to the further development of the program. At this point the analogy of the automobile transmission begins to give way to human potential. Concurrent multigroup participation, in light of strong project identification, should result in not only furthering program development but in the lowering of intergroup barriers.

Principle VII: Don't expect to get something for nothing. The development and implementation of a high calibre performance-based teacher education program is a time consuming task involving numerous, highly skilled inputs. Principle VI, above, states that in the initial stages of program development, different and appropriate inputs are needed from various focal groups and that these inputs must be analyzed and synthesized in a meaningful manner. These efforts should lead to the establishment of the program model. The program development specialist is the focal person here and this individual needs time to accomplish the task well. Once the model is established, various specialists must be recruited and they need time to develop the learning packages that will operationally define the program model. Finally, time is needed to develop an administrative structure within which program components can be most effectively delivered to pre- and inservice teachers.

The word "time" appears repeatedly in the previous paragraph. Much time of highly skilled individuals is needed to develop high quality performance-based teacher education programs, and time means money. The problem with most funding agencies interested in institutional change is that they demand "instant implementation." You don't get a new and unique learning package by hiring a professor to teach a course. You must hire this person to develop a package, work closely with him or her in this endeavor, and then provide the setting that is conducive to effective pilot testing this package. Obviously, these activities are more time consuming, thus more money consuming, than simply having a course taught. Yet, they are necessary prerequisites to institutional change.

We can only say here that in regard to these prerequisites, and in comparison to other funding agencies, National Teacher Corps leaders have demonstrated enlightened lea-

ership. The establishment of the program development specialist role and the allocation of funds for developmental purposes are both indications that these individuals appreciate the absurdity of instant implementation formulas for institutional change. We encourage the direction of their thinking and emphasize the continued need for developmental funds.

Principle VIII: "Don't say it, do it." We educators are very fond of overselling and underdeveloping our "wares." We don't usually make haste slowly and systematically. We spend too much time searching for program recipes that will bring the panacea and when we discover an idea that seems relevant to our goals, we talk too much about it and do too little with it. This propensity engenders a number of problems having to do with not being able to deliver, and other good ideas, having been oversold and underdeveloped, are unjustifiably scrapped.

The performance-based teacher education movement has suffered from the above-mentioned propensity. Fortunately, it has not been scrapped and at least some educators are attempting to systematically foster its development. The idea of "mainstreaming" is an increasingly popular concept that shows much promise. However, it is already suffering from a plethora of evangelical zeal and a paucity of empirical results.

We believe that mainstreaming special education students into regular classrooms is a highly desirable educational goal. However, before discussion of the "super" regular classroom teachers who will effectively teach these youngsters goes too far, we believe that we had better be able to demonstrate that we have teacher education programs in which regular classroom teachers can be effectively taught to effectively teach all of the youngsters already in their classrooms. Presently, for instance, in far too many regular classrooms, far too many youngsters are learning far too little. Prior to a major mainstreaming emphasis in these schools, a major change in this situation seems to be in order.

The point here is that we should not concentrate, at this time, on selling the idea of mainstreaming. We should, however, devote a great deal of time and effort to giving regular classroom teachers the diagnostic-prescriptive skills necessary for the effective instruction of all students presently in their classrooms. If we do not simply talk about this, but actually accomplish it, we will have demonstrated that regular classroom teachers can effectively teach children with a wide range of individual characteristics. This is true because regular classrooms already contain children with wide ability-disability discrepancies. Mainstreaming, then, will become not something to be sold, but a logical next step.

Now that we have presented and discussed eight general principles that we believe are applicable to interactions with all of the groups with which Teacher Corps personnel work, we would like to present a number of procedures which are applicable to interactions with particular focal groups.

Procedure I: As concerns the college or university scene, college personnel are the primary developers of most learning packages. *The project Program Development Specialist should work closely with professors (and any other personnel charged with learning package development) in every phase of the learning package developmental process in order to insure that the learning packages which are developed are:*

(a) performance based,
(b) consistent with the project model,
(c) similar to format.

Procedure II: Good relationships with the central office staff of a cooperating school system are a necessary prerequisite to effective project implementation. One way to facilitate the maintenance of a good project image "downtown" is to *directly involve the supervisor(s) assigned to the school(s) participating in the project in project instructional activities.* This is also a sound procedure from another institutional change perspective. Central office supervisors occupy an organizational position which gives them the potential to impact teacher classroom behavior. Involving these individuals in project instructional activities tends to focus their impact in line with project objectives and to reduce the number of "mixed messages" which cooperating teachers receive. More will be said about "mixed messages" below in discussing interactions with cooperating school principals and teachers.

Procedure III: In working with cooperating schools, it is a sound practice to closely involve building teacher representatives in project activities. This approach should facilitate the maintenance of a good project image with the local teacher organization. Furthermore, these building representatives usually have leadership abilities, and not to use these talents would be wasteful.

Procedure IV: Building principals have overall responsibility for their schools. For too long a time college-based teacher education personnel have not paid nearly enough attention to the involvement of school principals in the instruction of pre- and inservice teachers. This lack of attention often results in teachers receiving one set of messages from their college-based instructors and another set of messages from their principals. These two sets of messages are often quite dissonant. Thus, the teachers receive "mixed

messages" concerning their teaching behavior. Furthermore, in light of the principal's authority position in a school, teachers, quite sensibly, usually pay more attention to the principal's messages than they do to those of college personnel. This phenomenon renders college personnel quite impotent in effecting change in teacher behavior. Therefore, *instructional components for Teacher Corps projects should have a field-centered focus and should directly involve school principals as coinstructors with college personnel.* Through the use of this approach, these components should have much more impact on teacher behavior in cooperating schools.

Procedure V: An inaccurate assumption that is continuously made is that team leaders and cooperating teachers already know, believe in, and practice much of what Teacher Corps interns are taught by college personnel. This is often not the case and, when it is not the case, "mixed messages" are clearly in evidence for the interns. Here, as in the case of the principals, the team leaders and cooperating teachers are much stronger role models than are college professors, and college-initiated change strategies, intended to impact intern teaching behavior, are rendered quite ineffective. Therefore, *instructional components for Teacher Corps projects should include the following characteristics:*

(a) team leaders should receive instruction in all of the areas in which interns are to be instructed prior to intern instruction in those areas;
(b) team leaders should be involved in all aspects of the intern instructional program;
(c) cooperating teachers should receive as much instruction, as is possible, with interns.

Procedure VI: Strong parental involvement is needed in order to make schools maximally effective educational centers. In areas where poverty and illiteracy are rampant, parents have basic survival concerns that vie for their attention with the failing grade Johnny received on his report card—concerns such as unemployment, lack of needed medical care, fear of physical violence, and inadequate housing. Yet, it is quite important to Johnny's education that his parents help his teacher deal with Johnny's progress in school.

The only possible solution that we presently see as regards the above-mentioned problem is the community school concept. The changing of schools into centers where adults' needs, i.e., job counseling, marriage counseling, family planning, vocational education, etc., can be satisfied seems to be the only way that strong parental school involvement can be accomplished in low income areas. Therefore, *we strongly encourage the inclusion of a community school thrust in all Teacher Corps projects.*

NOTES AND REFERENCES

1. This article was developed from a Foundational Le presented by the authors at the Eighth and Ninth Teacher Corps Conference held in Washington, June 9-13, 1974.
2. This program was developed by Jerome Brunner (Cambridge, Mass.: Education Development Ce 1971).
3. This program was developed by Jerome Brunner e (Washington, D.C.: American Association for the vancement of Science, 1967).
4. In line with this thinking, the Seventh Cycle Tea Corps Project at the State University College at Bu was awarded additional funds for the purpose of d oping and implementing a prototypic diagno prescriptive component within the framework of project. Much of the experience reported in this ar was gained through that component.
5. Another "status quo" approach that is currently b used by many teacher educators is to peruse com tions of competencies that have been put together " phone book" style. This is often done in attempt find competencies that can be used to legitimize cou that have been taught for some time.
6. The term "Journal of Negative Findings" is often u by William Smith in emphasizing that educators sh keep accurate records of, and attempt to learn fr past mistakes.
7. Bennis presented this speech at a meeting of the West New York Society of Educational Administrators in spring of 1970.
8. Copies of the program model developed in Buffalo available at $3.00 per copy. Send requests to:
   The Teacher Corps Project
   State University College at Buffalo
   Bacon Hall 117
   1300 Elmwood Avenue
   Buffalo, New York 14222
9. For further discussion of the importance of organ tional credit, see Edwin P. Hollander, "Conformity, S tus, and Idiosyncrasy Credit," in Edwin P. Hollander Raymond G. Hunt, eds., *Current Perspectives In So Psychology*, Second Edition, New York: Oxford U versity Press, 1967, pp. 465-475.
10. Argyris strongly emphasizes the need for this type approach in attempting organizational change. See C Argyris, *Interpersonal Competence and Organizati Effectiveness*, Homewood, Illinois: The Dorsey P Inc., 1962.
11. See Abraham H. Maslow, *Motivation and Personal* Second Edition, New York: Harper & Row, Publish 1970, pp. 149-180.
12. For a thorough treatment of the projection and pro tion of self-image in Western society, see Erving G man, *The Presentation of Self in Everyday Life*, N York: Doubleday, 1959.

TEACHER CORPS AND THE HANDICAPPED CHILD

John F. Cawley

It is likely that the commitment by Teacher Corps to the handicapped child is evidence of this nation's most sincere and obvious concern for *all the children*, from an agency whose primary purpose is not direct service to this group of children. Some years ago[1] I wrote that a primary responsibility of the school was to encourage and accentuate human variability. I believe this to be so today more than ever. Thinking back to that particular article, I also reaffirm my position that equality of expenditure cannot be equated with equality of opportunity. I have the feeling that many of our current efforts in the court to distribute taxable resources and related income on a more equal basis to school districts is not the best alternative. Rather, I prefer the development of formulae that will provide each child with an equivalent opportunity to attain his maximum potential. That is, each child will be the beneficiary of an expenditure necessary to meet his needs. Title I and the various state and Federal programs for the handicapped are illustrative of attempts to fulfill this responsibility. Teacher Corps is another example—and it is an excellent example because it directs financial resources to many economically substandard school districts with a sense of dedication, a concern for human dignity, and a recognition of the reality that educational practice needs to continuously change in order to continuously improve. These are the everlasting factors through which children benefit.

The realist must often find some degree of contentment with the fact that he lives in a world of limited resources. Accordingly, instead of spending his potentially productive hours anguishing over what he lacks, he utilizes the available resources and capabilities to meet the needs of the target population. Fortunately, education possesses one construct which minimizes the discrepancy between what the ideal necessitates and what the system provides: that construct is the *individualization of instruction*. In order to be fully meaningful and meet the needs of the range of human variability which exists in our society, both among adults and children, efforts to individualize instruction will have to devote as much attention:

(1) to affect as they do to cognition,
(2) to learner values as they do to learner performance,
(3) to learner understanding as they do to learner skill,
(4) to learning styles as they do to instructional practices.

We cannot individualize instruction in mathematics, for example, if we confront all learners with an instructional practice which transmits the knowledge of mathematics through a single learning style such as paper/pencil activities. To do this is evidence of a failure to have fulfilled our diagnostic responsibilities. These responsibilities include more than identifying the level at which a child is functioning. They also include the identification of learning styles which may accentuate the status of the learner. Furthermore, it indicates the need for the development of instructional strategies that will facilitate affective and cognitive behaviors as coequals. Yes, even in mathematics.

Psychoeducational Assessment and the Individualization of Instruction

Psychoeducational Assessment (PEA) is that process which identifies selected learner characteristics and needs, both in isolation and in the context of his milieu as the basis for the development of instructional development and modification. This is particularly important for the education of handicapped children, because they are by definition individuals whose characteristics and needs are not in complete juxtaposition with the curriculum and expectancies of the school. My personal belief is that the schools should not expend so much of their time identifying learner characteristics through testing. My reason is that too much attention to learner characteristics directs the system to

[1] Cawley, J.F., 1963. Some Problems and Proposals in the Education of Children Who are Intellectually Exceptional. *Bulletin of Education*, University of Kansas. 17:89-101.

efforts which concentrate on changing learner characteristics. It seems much more sensible to use these characteristics, which are in part expressions of needs, as a basis for challenging the source of the curriculum and instructional practice of the schools. Teacher Corps trainers and staff should be particularly critical of testing practices which affix labels to children; these practices often result in the inappropriate assignment of children in economically substandard school districts to administrative arrangements (e.g., self-contained class for the handicapped; a resource center for the handicapped) which do not adequately meet their needs. The example of the Spanish-dominant child in a regular second grade class with a bilingual teacher, who is recommended for placement in a self-contained class for the handicapped with an English-dominant teacher, is a case in point. Practices such as this are the result of testing, not PEA.

A further quality of the PEA is that it extends itself on behalf of the "whole child." As corny as the "whole child" may seem, I believe it is essential that we maintain our emphasis in this regard. Let me give you an illustration as to why. There is currently, within the field of special education, considerable emphasis being placed upon the resource center as one administrative arrangement that will help to meet the needs of the child. However, in many instances, *resource centers* are becoming *remedial reading centers*. The child visits the center and is given some form of remedial assistance. Once he leaves the center there is little diagnostic instruction carried over into the other "four hours" of the day. I believe that Teacher Corps personnel who are so sincerely attempting to orchestrate a a relationship with special education are entitled to more than the opportun to send children to a resource center. I believe that resource center, and all other administrative arrangeme must become the locus for meeting the needs of the ch throughout the entire day. The personnel who staff th centers must convey the totality of the PEA to other p sonnel who work with the child. This includes the ident cation of strengths as well as weaknesses; it includes part pation in the modification of the curriculum and instr tional practices in sciences and social studies as much as does the provision of remedial reading. As a matter of fa it might entail inservice training for the regular class teach in order that she might do the remedial work while t special education teacher covers her assignment for her.

Why do I raise some of these issues with you? First all, I do so because I believe in the "whole child" conce and I have a gut-level feeling that many general educat and many special educators are losing sight of this. I belie these special educators and general educators who are adv cating the indiscriminate use of regular class for the edu tion of exceptional children are being misled. Secondly do so because I am critical of the testing practices whi have affixed blame to the child because he demonstrat certain developmental characteristics. Thirdly, I do so b cause I feel the school is obligated to modify itself t degree equivalent to that which is expected of a child. A fourthly, I do so because I feel that the representatives Teacher Corps must stand ready to examine and challen those practices which fail to accentuate the individual var bility that is so obviously visible among children who a referred to as handicapped.

FROM THE LIONS' DEN

James Tanner

Let me go back a few months to the time when I was invited by the personnel department of the City of New York to participate in the planning and design of an examination for the position of Examiner, New York City Board of Education, which is a powerful and potent post in the New York City schools. The personnel department assembled a group of six of us who were presumed to have some capability in planning and designing an appropriate examination for that position. We met over a period of six or seven months in the preparation of that examination. One of my tasks was to devise a question on multicultural education. This is the question I designed:

Assume that the Board of Education has adopted a policy endorsing multicultural education for the schools of the city. Among the provisions of the policy declaration and the administrative regulations through which the policy is to be implemented are the following:

- Multicultural education is education that values cultural pluralism.
- Cultural pluralism rejects both assimilation and separatism as ultimate goals.
- Multicultural education recognizes cultural diversity as a fact of life in American society and it affirms that this cultural diversity is a valuable resource that should be preserved and extended.
- All students must be helped to understand that the racially and/or culturally different connotes neither superiority nor inferiority.
- While schools must insure that all students are assisted in developing their skills to function effectively in society, such a commitment should not imply or permit the denigration of cultural differences.
- Some provision must be made to insure that lack of facility in the English language is not a barrier to pupils' access to learning opportunities in the cities' schools.
- The school calendar will be arranged in such a manner as to reflect understanding of and respect for the value of the major cultures represented in the school population of the city.
- Multicultural and multilingual instructional materials will be available and accessible in sufficient scope and quantity so that multicultural education as envisioned in this policy can be effectively implemented.
- The recognition and support of equal opportunity for all must be clearly demonstrable in all aspects of personnel procedures, including recruitment, selection, hiring, placement, and promotion of employees.
- Second language instruction is to be encouraged and developed in elementary as well as secondary schools.
- Second language instruction should be geared mainly to the social needs of the nation rather than to the fairytales and folklore of far away and exotic places.

Prepare a brief memorandum to staff members who are under the supervision of the Board of Examiners doing these things:

- Announce the adoption by the Board of Education of the policy on multicultural education.
- Include in the memorandum a discussion of the importance of such a policy for the schools of the city and the implications of the policy for the development of general examination procedures in licensing teachers and supervisors.
- The content of the memorandum may be based on provisions such as those cited above and/or others that could reasonably be included in a policy endorsing multicultural education.

Your answer will be judged on content rather than on form. (50 points maximum for your answer.)

In line with the policy on multicultural education, this recommendation which you have been examining would require the officials of teacher education institutions in the New York area to revise the training of guidance counselors for service to urban schools. Give the rationale for each recommendation listed. (25 points is the maximum score for your answer.)

Consistent with the policy on multicultural education, list three criteria appropriate for use in evaluating the training and experience of candidates for the position of Director, Bureau of Social Studies. Give the rationale for each criterion listed. (25 points is the maximum score for your answer.)

That was question 2 of Part Four of the examination. One hundred and four people showed up and took the examination; 79 passed the multiple-choice part; then these 79 were graded for the essay portion of which my question was a part. The highest score on the essay section was 83 out of 100 points. Ten or 11 people successfully made the passing mark of 70 for that portion of the test. I thought that was a pretty good test. When you're engaged in a selection endeavor and can screen to the point where you have 10 or 11 (or 10 percent of the potential population) who survive and become eligible, I think you've done pretty well. But some people who failed didn't agree, so they became the suers and the City of New York became the suee. So I testified on behalf of the suee, having been a temporary employee of the suee. I listened to testimony and this is the dangerous part that I want to relate to you. A professor said his specialty was personnel selection. I was astounded, as I'm sure you would have been, at some of the answers which the man gave. Let me cite a few of them as I can from memory.

Question: "Do you feel that the examination which was given was job-related?"

Answer: "Vaguely."

Question: "Would you explain."

Answer: "Certain of the questions had nothing to do with the role of the Board of Examiners."

Question: "Which one?"

Answer: He cited the one I had written; and he said concern for multicultural education is only remotely involved in the job of Examiner for the Board of Education of the City of New York. I was astounded when I heard him say equal educational opportunity is a matter that should be only of remote concern to someone serving on the Board of Examiners of the City of New York. My astonishment increased as I heard him also say that equal employment opportunity was only remotely concerned with the operations of the Board of Examiners of the City of New York. Further, he said that the Board of Exami of the City of New York—remember, this is the gr which licenses all certificated personnel in that cr schools—that a liaison and relationship with teacher pre ing institutions is only remotely the concern of people v function as members of the Board of Examiners. He qualified himself in my judgment when he answered last question. He was referring to the multiple choice amination. There was a section in it consisting of some or 11 questions which dealt with management and sch administration. He found only two of them—and yet the were all together. The problem was that the others did have in them the word "administration" or "managemen They had such words as "group leadership" and "behavio sciences" which completely floored him. To compound disqualification, in my judgment, he mentioned in the cussion of this examination the word "stamp" in conn tion with the multiple choice questions etc. But my concern was his feeling that cultural pluralism was onl remote concern to the people who occupy probably t most important position after the Commissioner for Edu tion in the City of New York. He is probably typical o large class of people who assume that when we use the ter multicultural, we're simply talking about multilingualis

I think that culturalism, multiculturalism, cultural pl ralism, extends far beyond considerations of race, langua and customs. It extends beyond culture to those who a handicapped. The blind represent a cultural group with this society, as do the deaf. We've never really thought of in terms of our educational understanding of them. Ma of the blind people I know associate largely with oth blind people; they have methods of communication whi are distinctly theirs; they have organizations which are di tinctly theirs. Here is a cultural group—I reject the ter subculture because that connotes something of less worth

When I was called and asked what the subject of m diatribe would be, the most appropriate title I could thin of was "From the Lions' Den," because at that moment felt myself to be in it. I felt myself surrounded, as Danie did, by lions all waiting to devour some choice part of me. found myself surrounded by unbending critics of one thin or another in the school system. I found myself surrounde by employees who at times put the comfort of their need before the needs of the children or the system. I speak t you today from the lions' den, the point being that all of u in American education today occupy a lions' den as we fin ourselves standing accused of abusing children intellectuall or of squandering public resources. We find ourselves a cused of insensitivity to the needs of the poor. We fin ourselves accused, often unjustly, of categorizing and slo ting children of the disadvantaged and the poor into lowe

kinds of educational opportunity and attainment. So we sit here in the lions' den, waiting and knowing that in time there will be deliverance, because when there is a conspiracy of evil, good men survive it in time.

I shall not speak further today from the corner seat nor shall I hurl abuse at the cynics as we attempt to consider today the viewpoint of a public school person responsible ultimately for the delivery to children of an instructional program which is useful to them now and which will stand them in good stead as they grow into adulthood.

Teacher Corps represents in American education, particularly in American teacher education, a movement, and it has become almost an institution as some of us have seen it survive hard times. It's now in the ninth cycle of its development. I remember reading the proposals back in the beginning in 1965 or 1966; they were relatively simple proposals. It seems to me that Teacher Corps is a viable organization. It is an important part of the USOE bureaucracy (bureaucracy in its generic, not pejorative sense). Teacher Corps has grown through the stages that all organizations grow through. Sometimes we forget the fact that organizations have a life span, just as individuals do. We've seen Teacher Corps grow from its birth, from the time when it was established as an organization, when it was created by the Congress, when Congress gave it permission to live. We've seen it survive as a system—as it moved through its youthful days gaining stability as an organization and as it acquired a reputation. We've seen how it gained acceptance by its public, and how it developed pride. As it attained the stage of maturity, it began to achieve uniqueness. And it is in this story of the life of Teacher Corps (and the life span of any organization) that we must ascertain whether it has passed from its creation and early youth, striving to survive as an entity, to its acquisition of stability, a reputation, and a following. We must determine when it develops pride, and the point in its maturity when it can look beyond its own needs, develop its own program, and ask itself the question, "What are we willing to give as an organization to society without expecting anything in return?" I suggest to you that this growth to organizational maturity on the part of Teacher Corps is parallel to the growth to maturity of teacher education as a whole, except that in the latter, although it has lived a long time, we find too much of it languishing; in too many instances almost not surviving as a system. We certainly find it languishing in its youth as it seeks to gain but fails to attain stability or to develop pride. On too many college campuses today people still apologize for being a part of the college of education. You see, the business of teaching does not yet seem to have reached the kind of maturity that lets those of us who are at the practitioner level of teaching look at ourselves and ask what we can offer to society without expecting immediate recognition, notoriety, or fame.

I assume that the continuing goal of Teacher Corps is, as it started out to be, the improvement of school achievement on the part of children through demonstrably more effective teaching. Let me deal here with two key roles—that of the teacher and that of the school administrator. I'm sure that all of you have a commitment to the preparing of the kind of teacher who sees the school as a learning place and who knows that teaching is only useful as it facilitates learning. I get upset when I hear people talk about something called the "teaching/learning" situation in a school. To me that's just as backward in its emphasis as it could be, and we somehow have to rid ourselves of the notion that the school is primarily a place to teach. The school is a place to learn. It is a place where everybody connected with it ought to be there to learn, whatever his responsibility is—be he teacher, administrator, or pupil. He ought to know that his job is to learn, that schooling is about learning, and that he is engaged in learning. We who teach ought to take those last few minutes of every contact with kids to help them understand that this has been a learning experience. I had a principal once who used to tell me to help these children learn something today that they didn't know when they came in here. What he was saying to me was the kind of thing I say to teachers over and over again—every day that students are with us we have an obligation to the best of our ability to see that they learn something that day. Any teacher, anywhere, at whatever level he or she happens to be operating, who can allow a day to pass without being able to assure himself that the students did indeed learn something that day ought to take his pay for that day and give it back to his employer. School is a learning place. All our considerations should start from that, and not from the idea that school is a place for the convenience of those who teach. (Look at those union and association contracts that you and I have developed with boards of education, which proscribe and set boundaries around all kinds of things that are designed mostly to preserve teacher comfort and don't really have anything to do with learning.)

Those of us who are parents are the first teachers that our children have and one of the facts of our business is that too often, as I see it from the lions' den, we forget the fact that parents do indeed have an instructional role with children. We've got a notion that the point when the child crosses the threshold of the school is when he begins to be taught. No such thing. He has learned a great deal before he ever gets there. We must disabuse ourselves of the notion that children get their first learning, their first teaching, and their only teaching when they come to school, or while they are in school. I assume that Teacher Corps is

about disabusing people of that notion and suggesting that instruction, learning, schooling, and teaching can occur in all sorts of settings and situations. It occurs as one meets other people. It occurs when one is by himself. (Auto-instruction is an area that threatens teachers sometimes.) Also we must rid ourselves of another notion that I hear so often—that learning in school, by definition, is the result of teaching. Learning *may* be the result of teaching but not all learning is a result of teaching. I view teaching as a special kind of interaction in school by one or more persons called teachers who have the responsibility for the manipulation of some feature or features of the environment in order to induce learning on the part of pupils.

In our schools today, particularly in our city schools, I see an increasing number of students. Even with the stabilized enrollment, I see more students than I have ever seen before. And if I am perceptive enough, they represent a wider range of interests, needs, abilities, aptitudes, aspirations, and disabilities than any prior generation. Part of this reflects our greater sophistication at identifying these values. And I know that there is more today to be learned and more to be taught than there ever was before. This situation is intensified and highlighted by the recent socio-psychological phenomenon of the accelerated quest for inclusion in society's benefits and advances. Only in recent years have we really been expected to provide schooling opportunities universally; no longer can the school be viewed as or accepted by the public as society's screening device; it is now a vehicle for inclusion and for social and economic mobility.

It seems to me that the teacher needs to be directly concerned with the motivation of pupils and with their learning. We often, however, attribute low achievement and low attainment of school goals to such things as forces external to the school—the neighborhood from which kids come, the poor or inadequate home environment, or uncooperative school administrators and supervisors. We talk about poor preparation in earlier stages of a child's school life. We talk about all these things and most generally we leave out the central role, which is the teaching business of the school. There really isn't a great deal you or I can do about changing youngsters' home situations. We're not going to adopt all the kids and support them; we have neither the ability nor the resources to do so. Likewise the neighborhood—we cannot singlehandedly tear down bad housing; but as citizens we must do something about it.

Recently we found ourselves turning to the usual array of gadgets and gimmickry and have given some of them fancier names than we used to give them. One cannot pick up an educational journal today without finding advertisements for gadgets to raise achievement. I often get materials inquiries from Federal education officials who ask if I've heard of a certain product. We've heard of all the gimmicks—if we just had smaller classes, if teache fewer assignments, if we could create a team teachin tion, if we had flexible scheduling, if we could have n scheduling, if we could create something called the n school, if we could decentralize administration, if we have computer-supported instruction. You and I must become the Ralph Naders of the education busines form a consumer lobby to drive these money-changers our schools, and stop buying everything that comes the pike guaranteed to make our work and our lives e We've witnessed too many of these simple answers have been found incompatible with the questions to w they were addressed. We've also seen too many attem implant the results of theoretical research without having been subjected to the necessary developm process before translating them into practice. In addi we in education, in our impatience to improve our e tiveness, have often accepted as firm principle the h thetical pronouncements of those whose status of scho authority is based upon little more than the prolif character of their work. It would be my position school improvement and school effectiveness and strength for school effectiveness must be made of ste stuff. The important work of improving education maintaining it at an improved effectiveness level for Am can children and youth will require more than folkl facile answers, and cleverly couched hunches. I believe a systematically developed plan or approach which inv actions such as I have seen from descriptions of Tea Corps projects, based upon what we know from educati history (of which we are too often woefully ignorant), upon the careful examination and application of knowle and findings in behavioral science, is both feasible and ti ly, and has been too long in coming.

Training for effectiveness will represent the single m essential and necessary ingredient. By training I mean service training and continuing or perennial educatio will today not use the term "competency-based teac education" because its proponents stand today in the li den. I think it may be an example of someone's hav moved too quickly to attempt to oversell a product bef it was market-ready. I think we have left out the necess development process as we've moved from theoret formulation to a direct implantation within schools. Th in my judgment, is going to cause the untimely demise the idea of competency-based education. We can't ev agree on what we ought to call it. What we're looking fo a regenerative school system. We're looking for a sch system which can attain the kind of viability that lets meet the learning needs of its pupils while at the same ti inventing, devising, and implementing ways to correct d

weaknesses without disrupting the pupils' learning activities. We're talking about the attainment of institutional viability, of institutional viability for the school, of organizational maturity so that the school can stop looking only inward and look outward as a mature organization and make decisions about what it should be doing for the society without necessarily expecting to be greatly appreciated or understood.

It seems to me this has an impact on local school leadership, the principal. For it is the principal's position more than any other that determines the success of schooling. It is the principal who sets the expectations of that school, who determines the climate of that school, and who interprets that school to the rest of the school system and to the community. The most appalling part of the educational preparation program is what we do or fail to do to school administrators. We are training school administrators now in the same way that we prescribed their preparation in 1927, when we said that the ideal principal for a school is one who spends as much time as possible moving from classroom to classroom, dropping a hint to a teacher here, giving directions there, who will spend as little time as possible with parents or with pupils, who will not invite people into his office lest they stay too long, who will get rid of all the paper work and the trivia that confront him, who will not take phone calls now but tells people he'll return their calls at some time in the future. What was built then was a prescription for rejection in today's world. One of the biggest difficulties in American education today is what we have not done with the training of principals. We have trained them in a model which says that the principal is mainly a supervisor of the instructional process and that he shouldn't get his hands dirty with the administrative details of the school. Some of our organizations are even proposing that we add another layer – somebody else to handle those details while the principal retires to his office to contemplate what is good for instruction.

Now, I don't want to suggest that the principal of a school should not be concerned about the improvement of instruction. That is the first order of his responsibility—the continuing improvement of the instructional program in the school. But he can best do that not by going in and out of classrooms trying to tell teachers how to teach kids physics, for instance, about which he knows nothing. His job in terms of improvement of instruction is in helping his staff to acquire the capabilities to identify problems with instructional procedures and instructional outcomes and to know where help can be found in the solution of those problems. Principals sometimes find it hard to admit that they are not omniscient. The principal ought to be the executive of a school. He is responsible for everything that goes on in it, but that doesn't mean that he has the responsibility for doing everything in it. Administrative responsibility does not entail the duty to personally perform all of the supervisory functions, to personally perform all of the organizational-type functions, but rather to see that they are performed. There is almost nothing that teaches principals about the importance of group work and about such a basic thing as motivation. I still hear principals talking about motivation as something external to individuals, something that they can implant in or push onto people.

The principals of our schools need to start inservice as well as preservice with a careful examination of their basic philosophy of administration. What do they believe about people, about their motivation, their needs to function? It seems to me that principals now pretty much accept the notion that man is a rational, economic kind of being, and that you can motivate him in terms of money. Principals must face the fact that there is no good way to simplify or generalize about what people are. We must understand that people—teachers and others—are complex and highly variable in their complexity. Persons are capable of learning new motives, new ways, new reasons for action through organizational experiences.

There are certain implications in this for the principalship and his training. We must train our principals to be good diagnosticians. We must train them to value the spirit of inquiry. We must train them that there are very few answers in the business in which they are engaged that can apply alike to all situations. They must learn not to try to make everybody alike in terms of the way they function in school. They must learn to value differences in styles and approaches and to value the diagnostic process which will reveal those differences. Therein lies one of the difficulties with competency-based education, which in some instances seems to be based upon the idea that there is *a* way to teach whatever it is that is being talked about. I don't think we are far enough advanced to say that there is a way to teach almost anything. The principal must be helped to acquire a kind of personal flexibility and a range of skills that are necessary to vary his own behavior from time to time. The only thing that ought to be predictable about him is his ability to vary what he does. Schools need, it seems to me, a principal who will reject the idea that there is a dichotomy between educational leadership and school management. We're talking about principals who see the term "management" in its broadest sense; as it most succinctly has been put by some of the recent writers, as being the work of accomplishing the task and goals of the organization with and through the people who are members of the organization. Many of us leave out the word "with" in that expression. The principal who is right for today must relate his decisions and actions to their appropriateness in particular situations, and must help teachers to learn to do that

same thing. He must know that there is an interrelatedness between the nature of the particular problem to be solved, the requirements of the school as an organization, and the potential impact of the solution upon the children and adults involved. A principal's administrative style and response are appropriate when it can be demonstrated that what he does (1) solves the problem, either by anticipation or by direct action; (2) strengthens the human resources of the institution while contributing to its growth and maturity as an organization; and (3) responds realistically to the external environment of which it is a part.

The school that is right for today's children is a school that is a learning place. It is a school whose administrators understand that they are at the same time teachers and learners. It is a school whose teachers have found that teaching is a many-splendored thing that rises with one to heights of glory and at times can bring one to the depths of despair. The school that's right for today is a school peopled by learners, a school administered by learners, a school where the teaching functionaries are people who came to learn and to facilitate learning. It is a children's place, a youth's place.

I'm encouraged as I look around today at what's happening in schools all across the nation. I am encouraged by such programs as Teacher Corps. I'm discouraged by some other things at the USOE but I am encouraged by Teacher Corps and its continuing viability. I want to reach a place in American education where we will not have to have statements such as the following headline which appeared in the daily newspaper in a big American city: "Blacks Protest Against Heights School Policy." This was a group of black citizens of one of the suburbs of Cleveland who were protesting such things as having too few black persons employed in their school system, and the lack of any culturally pluralistic bent in the curriculum or of any culturally pluralistic bent in the curriculum of that school. A key el ment of their protest is that they moved to this area fo better way of life and a better education for their childr

Let me now address this last issue. We have been look all across this land in search of what we have euphemis ally called "better education" for our children. I know some teachers who have put their kids in those snob fac ries called private schools. I know of some blacks who h fled the city looking for better schools. And when I peel all of their reasons, what I find is that they're moving to their children away from kids with whom they do not w them to associate. We must move to a place in educat where we are more accepting of people, where we ascribe other the same kind of dignity that we wish them to cribe to us, and where we do not uproot our children, where if we do, we can face the fact honestly of why w doing it. I think I can demonstrate to you that instructio materials and instructional procedures are basically pr similar from school to school. The big difference is pupil population. What people are fleeing is the pupil p lation. We have a responsibility to help people to und stand that when we flee the so-called inner city (tha where the educational action is now in most of the sch I know about) we are fleeing the kids who are there. W we are able to stop this practice, we shall be in a be position to help others.

At the outset I referred to the Old Testament; le conclude then with the New Testament. As you and I the next years, as we look about at our fellows who engaged in this effort with us, let us say to ourselves so thing like this — "Wherefore, seeing we are all accomplished about which so great a band of witnesses us lay aside every weight and the sin which must so e beset us and let us run with patience the race that is before us."

TEACHER CORPS PROJECTS

David D. Marsh

Overview

I am reporting the findings of the first year of a two-year study of Teacher Corps. The goal of the first year of the study was to analyze the relationship of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes which interns displayed at the end of their training.[1]

The first year of the study identified Teacher Corps intern background characteristics (e.g., ethnic group, previous experience working with children, language ability) and Teacher Corps program characteristics that were closely associated with desired intern teaching skills. The intern teaching skills included interaction patterns between intern and pupils in classrooms, lesson planning skills and methods, organization of class, degree of autonomy given the child, and usage of materials and other resources as well as an intern's contact with parents and his/her perceived importance in bringing about change in the school. The teaching skills and attitudes studied were those that the Teacher Corps projects themselves believed would facilitate the learning and growth of minority group and low-income children.

The second year of the study is designed to compare 100 first-year teachers who were Teacher Corps interns with other young teachers. The teachers were compared in terms of teacher performance and pupil growth. Pupils of all teachers in the second year of study were given an achievement test in reading and an attitude test, measuring self-esteem, in the fall and spring of the 1973-74 school year.

In addition, classroom observation was carried out to assess both teacher behavior and pupil behavior. The basic purposes of the second year are:

1. To assess the effectiveness of Teacher Corps graduates in working with low-income/minority group children.
2. To assess patterns of relationship between teacher background, teacher education program, teacher behavior and pupil learning and growth variables.

The second year of the study will be completed in September 1974.[2]

The Methodological Approach

In the first year, data were collected at 20 Sixth Cycle Teacher Corps projects. The 20 projects represent all Sixth Cycle projects that prepared elementary school teachers. Data about the training program at each site were obtained by interview and questionnaire. Training program information was obtained from 11 role groups including university professors and deans, project staff, LEA superintendents, school principals and teachers, community persons and interns.

Data about the intern exit characteristics were obtained from a 50 percent stratified random sample of interns. To compensate for intern attrition, an additional 10 percent of the interns were included in the sample, totaling 60 percent of the interns.

Data about the exit characteristics of interns were gathered in several ways. Each intern was observed three times in a teaching situation by a person trained in the use of our classroom observation instruments. The bulk of our observation data came from a classroom observation guide developed by Stanford Research Institute for a large study of project follow-through. Training in the use of this guide was conducted by Stanford Research Institute and lasted seven

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[1] The final report for Phase I, by David D. Marsh, et al, is entitled *A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects*, Berkeley, California: Pacific T and TA Corporation, July 1974.

[2] The final report is now available. It is entitled, David D. Marsh and Margaret F. Lyons, *A Study of the Effectiveness of Sixth Cycle Teacher Corps Graduates*, Berkeley, California, Pacific T and TA Corporation, September 1974 (P. 45-48 herein).

days. An inter-rater reliability of .77 was achieved among our observers.

To complement the perspective provided by classroom observation, each intern completed a log of his/her professional activities over a week's time. An interview with the intern about activities in the log gave us an insight into how the intern prepared lessons, diagnosed pupil needs, and evaluated pupil performance. Additional information was gathered from interns and their team leader by means of several questionnaires.

A set of program-variable categories was developed early in the fall of 1972 by the project staff. Four perspectives for thinking about the impact of a Teacher Corps program on intern exit characteristics were used in identifying these program-variable categories. These perspectives were:

- aspects of a training program that probably relate to the development of certain teacher skills or attitudes
- negative factors impinging on the success of the training program, thus inhibiting the development of certain skills or attitudes
- alternatives to the training program per se that are plausible explanations of the development of teacher skills or attitudes during the two-year life of the training program
- descriptions of important "contexts" surrounding the operation of the project. These would include administrative hierarchies and demographic characteristics of the community, local school district, and institutions of higher education.

Each of the perspectives suggested research questions which, in turn, suggested important program variables to be studied. A preliminary site visit in the fall of 1972 was used to determine whether the identified variables were the best possible selection. The variables were organized under 14 general headings as presented in Figure 1.

Figure 1
The Fourteen Categories of Program Variables

I. General Characteristics of the Project Site
II. Characteristics of Cooperating Institutions Higher Education
III. Characteristics of the Cooperating School Districts
IV. Training Staff Characteristics
V. Recruitment and Selection of Interns
VI. Structure and Content of Experiences Which Interns Receive Academic Credit
VII. Implementation of Competency-Based Teacher Education in the Instructional Program
VIII. Degree of Personalization
IX. Practicum Experiences of Interns
X. School Setting in Which the Intern Works
XI. Community Dynamic
XII. Decision-making and Evaluative Mechanisms Within the Project
XIII. Programmatic Integration of the Project
XIV. Project Stability, External Linkages, and the Political Climate

Findings

First, we wanted to know if any intern background characteristics or specific training program variables were associated with the successful acquisition of desired teaching skills and attitudes by interns. We found that none of the background characteristics were highly related to the teaching skills studied. This is very important because it reveals that none of the background experiences or characteristics (excluding ethnic background) had an impact on the intern's teaching skills; all of the impact came from the intern's program experience.

Second, we asked if graduate and undergraduate programs differ on any of the background or program variables associated with differences in intern teaching skills. There are several instances in which differences are quite marked. It seems worthy to note some of the most significant of those differences.

1. There is a better team leader-to-intern ratio in undergraduate projects than in graduate projects. In undergraduate programs, team leaders have had more years of teaching experience in low income/minority schools and have come more recently from direct teaching experiences.
2. Undergraduate interns are not only taught by more minority professors than interns at graduate programs, but are also working in public schools which have a higher percentage of black staff.

3. Graduate interns tend to feel they can be self-directed in all aspects of the training program including interpretation of the intern's teaching role. The graduate interns tend to operate as independent teachers in the public school setting.
4. There is a tendency for principals at undergraduate projects to see more cooperative decision-making occurring than do principals at graduate projects.
5. Both the university involvement and the public school staff's support of the community component are higher at undergraduate programs.

In general, although some of the differences are very small, 18 of the 23 program variables studied show that undergraduate projects do things as well, if not better, than graduate projects. □

A Study of the Effectiveness of Sixth Cycle Teacher Corps Graduates*

Longitudinal Impact Study of The Sixth Cycle Teacher Corps Program: An Analysis of Elementary School Teacher Projects – Phase II

David D. Marsh and Margaret F. Lyons

Part II of the study reviewed in the previous pages was completed shortly after the 1974 Teacher Corps Conference. We have included this Executive Summary Report in order that readers may review the second phase of this longitudinal study.

I. INTRODUCTION

This Executive Summary reports the findings of the second year (Phase II) of a two-year study conducted by Pacific Training and Technical Assistance Corporation, Berkeley, California, for the Office of Planning, Budgeting and Evaluation (OPBE) of the U.S. Office of Education. The time period covered by this portion of the contract, No. OEC-0-73-5174, was September 1, 1973 to September 30, 1974.

A. The Teacher Corps Program: Description

The legislative mandate of the Teacher Corps Program is:

- To improve and increase educational opportunities for children in areas having concentrations of low-income families.
- To improve the quality and broaden programs of teacher education for both certified teachers and inexperienced teacher-interns.

Teacher Corps projects feature the use of collaborative decision-making which typically involves the community, an institution of higher education (IHE), the local educational agency (LEA), and the systematic management of change. Projects train interns (inexperienced teachers in training) and attempt to impact the regular teacher training program at the IHE linked with the project and the public schools where interns function as part of their training.

Teacher Corps projects differ from typical teacher training programs in several ways. Teacher Corps interns are predominantly members of minority groups and are in training for two years. During the two years, an intern spends approximately 60 percent of each week in the public school setting, often as a member of a cooperative team (master teachers and interns). This team not only conducts the instruction of pupils, but also engages in the development of innovative curricula. By means of the team structure, interns are enabled to receive intensive training and counseling.

Teacher Corps projects make provision for IHE courses to be conducted at or near the schools where interns teach. These courses are designed to relate more directly to in-

* Prepared for the Office of Planning, Budget, and Evaluation, U.S. Office of Education, October 1974.

terns' daily teaching experience. Many of the IHE courses are organized around the development of specific teacher competencies and allow the intern to learn at his/her own place.

Also, as part of their training program, interns are required to spend 20 percent of their time working in communities for the purpose of gaining a better understanding of the needs of the pupils they serve.

B. Outline of the Study: Phase II

The goals of Phase II were:

1. To contrast the teacher performance and pupil learning gains of Teacher Corps graduates with those of control group teachers.
2. To analyze the relationship of teacher background, teacher education program, teacher performance and pupil performance for the Teacher Corps graduates.
3. To assess the effects of the professional support which Teacher Corps graduates and controls receive upon their teacher performance and effectiveness.
4. To compare Teacher Corps graduates included in Phase II with all graduates of projects studied in Phase I.

Graduates of Sixth-Cycle Teacher Corps projects were first-year teachers during the 1973-74 school year. Included in the study were all graduates (N=84) who taught pupils in grades 2-6 in self-contained classrooms. Data about teacher performance were obtained by means of a classroom observation guide and a teacher questionnaire. Data about pupils were obtained using a standardized reading test, a standardized self-concept scale and a classroom observation guide.

II. HIGHLIGHTS OF FINDINGS

Goal 1: To contrast the teacher performance and pupil learning gains of Teacher Corps graduates with those of control group teachers.

Teacher Corps graduates and control group teachers were compared in terms of teacher performance. The teacher performance variables were derived from the training goals of the twenty Teacher Corps projects which prepared these graduates.

Teacher Corps graduates were superior to control group teachers on many of the teacher performance variables desired by Teacher Corps projects. The Teacher Corps graduates were most different from control group teachers in terms of:

- Developing ethnically relevant curricula.
- Using community resources in teaching and initiati contact with parents.
- Positive attitudes about reading development an causes of poverty in the society.

These variables reflect a special concern about low-i come, minority group children on the part of the graduat This emphasis is consistent with the training goals of man Sixth-Cycle Teacher Corps projects.

There was *no difference* between the two groups o teachers in terms of their perception of the importance o bringing about educational change in the school. In addi tion, there were no differences in their actual practice i attempting to bring about this change. There were also n differences between Teacher Corps graduates and control on any teacher performance variable based on classroo observation of the teacher. More specifically, Teacher Corp graduates and controls did not differ in terms of the ob served affective tone in the classroom, teacher questioning structuring or response strategies, or the degree of attentio given pupil behavioral problems in the classroom. Thus rather clear and consistent differences between Teache Corps graduates and controls on such things as the intro duction of culturally relevant materials or the use of com munity resources did not generalize to such areas as being change agent in the school or the interaction betwee teacher and pupils in the classroom as assessed by the teach er performance measures used in the study.

Teacher effectiveness was assessed in terms of pupi growth in reading, self-concept, school attendance, an selected classroom interaction variables. There were no sig nificant differences between Teacher Corps and contro group classes on any reading measure, despite a greater em phasis on reading instruction and academic subject matte on the part of control group teachers in grades 2-3.

However, Teacher Corps graduates were able to brin about changes in a child's self-concept that were significant ly greater than changes brought about by control grou teachers. These changes consisted of observed expressio of greater happiness and greater self-worth in the classroo and better scores on important subscales of the self-concep scale.

Of particular importance were two subscales on the sel concept scale. These were two of three subscales on whic pupils of Teacher Corps graduates scored significantly high er than did pupils of control group teachers. The first is child's self-concept about his physical appearance and a tributes. This subscale includes items such as "I am goo looking," "I have a pleasant face," and "I have a bad fi ure."

Many children have real concerns about their body image and appearance. Children from many minority groups are often burdened with the additional problem of racial and ethnic discrimination related to physical characteristics. In this context, the minority group child's self-concept about his/her physical appearance is especially important but also is especially difficult to improve. Consequently, it is remarkable that Teacher Corps graduates could bring about significantly greater gain on this subscale within one school year.

The second subscale pertains to a child's feelings of happiness and satisfaction. Typical items from this subscale are "I am a happy person," "I like being the way I am," and "I wish I were different." These items are directly related to a child's satisfaction and happiness with *himself.* As such, this subscale may be more central to a child's attitude about himself than are several of the other subscales such as good behavior, intellectual and school status, and lack of anxiety. Thus, it is doubly unusual that Teacher Corps graduates could bring about significantly greater gain in pupils on both their attitude about their physical appearance and attributes and their sense of happiness and satisfaction with themselves.

Goal 2: To analyze the relationship of teacher background, teacher education program, teacher performance and pupil performance for the Teacher Corps graduates.

Teacher Corps graduates who facilitated both high reading and self-concept development tended to be teachers who brought about changes in the school and who initiated contact with parents. These teachers maintained a low level of teacher/pupil interaction so that pupils rather than teachers were the critical role group in the learning process.

There were several important relationships between Teacher Corps training program characteristics and the teaching skills of Teacher Corps graduates. Teaching skills such as teacher utilization of community resources, teacher action as a change agent, and teacher lesson planning and materials development all were facilitated in a training situation where the team leader and interns worked as an independent team providing instruction to children and where the cooperating teachers did *not* participate in overall design of the program. The team leader played a critical role in the development of all of these skills. The amount of simulation/feedback training and the use of teacher competencies, however, were negatively related to the development of these teaching skills.

No teacher background or Teacher Corps program variables were significantly correlated directly with pupil reading gain. A number of Teacher Corps program variables, however, were significantly correlated with pupil self-concept growth and other pupil variables. The consistent pattern of relationship between most pupil variables and Teacher Corps program characteristics strongly suggests that teacher training does make a difference on pupil behavior in the classroom and on related teacher performance.

Goal 3: To assess the effects of professional support which Teacher Corps graduates and controls receive upon their teacher performance and effectiveness.

The professional support variables describe several conditions in the school which may influence the performance and effectiveness of the teachers in the study. These variables are:

- The percentage of low-income students at the school.
- The extent to which the teacher receives curriculum materials and ideas from other school staff.
- The degree of similarity of ideas about curriculum and discipline between the teacher and other school staff.
- The extent to which the teacher feels isolated and powerless in the school setting.

Teacher Corps graduates were compared with control teachers on each of these variables.

In schools served by Sixth-Cycle Teacher Corps graduates, the majority of pupils (55 percent) were from low-income families. Moreover, there was no significant difference between Teacher Corps graduates and controls in terms of the percentage of pupils in the school who were from low-income families. This finding was anticipated, given that control group teachers were selected because they were teaching the same type of child in the same school, or at least the same school district. The lack of a significant difference between groups of teachers on this variable only means that the teachers were well matched in terms of pupil socioeconomic status.

The Teacher Corps graduates and control teachers were significantly different on two school climate variables. Teacher Corps graduates received fewer ideas and curriculum materials from other school staff. The graduates also perceived that their views about curriculum and discipline were more divergent from the views of other teachers than were the views of control teachers. Stated differently, each teacher in the study rated the degree of similarity between his own views and the views held by other staff at the school on various curriculum and discipline issues. In general, the control teachers perceived their views as being more similar to the views held by other school staff than did the Teacher Corps graduates. Finally, there was no sig-

nificant difference between the two groups of teachers in terms of the extent to which the teacher felt isolated and powerless in the school setting.

The school climate variables were related to teacher performance and pupil variables. Teachers who individualize instruction for children, defined in terms of allowing children to work in small groups or individually and who praise children are teachers who don't obtain ideas or materials from other teachers and don't perceive their views as being similar to other teachers. An additional group of graduates also praise children a good deal. These are graduates who perceive their views as similar to those of other staff but who also feel isolated and powerless in the school setting. It is interesting that in both cases, praising of children is associated with a teacher's sense of being different from other teachers.

Goal 4: To compare Teacher Corps graduates included in Phase II with all graduates of projects studied in Phase I.

This analysis explored the relationship of the Phase II sample to the universe of Sixth-Cycle interns in terms of sex, ethnicity, and project affiliation. The Phase II sample had essentially the same proportion of males and females as did the universe of Sixth-Cycle interns. Moreover, the proportion of black, white, chicano, and other graduates in the Phase II sample was not significantly different from the proportions of these groups in the universe of interns. Fourteen of the 20 Teacher Corps projects had at least two interns in the Phase II sample and three projects had at least 10 interns in the sample. □

SEVENTH CYCLE PROJECT MANAGEMENT & ORGANIZATION

Walt Le Baron

Several months ago, Teacher Corps Washington decided that some sort of reporting of Seventh Cycle experience should be undertaken in a way useful to the continuing operation of Eighth Cycle projects and as possible guidelines for the Ninth Cycle. Since both time and financial resources were limited, a concentration on the areas of management and organization, along with some related areas, seemed preferable to a full-scale evaluation.

The methodology required in-depth interviews with all the role members within a given project. The areas covered included purposes and motivations for the project, statements of goals and objectives, systems of project management and evaluation, intern evaluation systems, an analysis of the assignment of responsibilities to various roles, interrelationships among roles, interpersonal dynamics, relationships with Teacher Corps Washington, and project achievements and problems. The interview formats were developed and tested during a trial site visit, then revised for use by Teacher Corps Washington staff, representatives of the R&R centers, and various consultants.

For Seventh Cycle project directors the visits were frustrating in one respect. Since each project member was encouraged to communicate openly, no report was made to the project, thus guaranteeing the anonymity of persons interviewed. The purpose, however, was to produce information useful to Teacher Corps Washington and later cycles, *not* to evaluate specific individual projects. It is anticipated that the general report of findings and conclusions will be distributed to each Seventh, Eighth, and Ninth Cycle project director, who in turn may want to share it with the staff and interns.

The report will be organized into five sections: (1) major areas of strength, (2) major areas of concern, (3) project design areas requiring attention, (4) areas of concern to

Teacher Corps Washington, and (5) analyses of positions, roles, and functions. The report should be useful as a guideline for projects to use in checking their management and organization procedures and, perhaps, for avoiding some predictable problems.

The remainder of this talk will highlight some of the findings and areas of concern from the preliminary analysis of project reports. The insights, however, are limited to my visits and hence subject to modification when all the reports are in. There does appear to be some agreement already, at least on the major issues to be reported, but please bear in mind that these are *general* statements and do not fit any specific operating environment.

In casting around for a theme to govern this talk, I tried to think of an overriding consideration that marked projects as successful or unsuccessful in their management, organization, and their achievements for interns and children. In other words, from all the information and approaches to management, was there some quality which marked successful projects as different from those which seemed troubled by problems? Several ideas came to mind: public understanding, openness, feedback, interaction, information exchange, trust? None were quite right alone, but *trust* seemed to best fit the concept I would like to communicate. Projects which seemed successful showed evidence of a high level of trust among the players, the management persons and the teams, the LEA and IHE, the interns and their cooperating teachers, and so on.

Trust leads to open relationships and communication. It follows then that effective management facilitates trust. Organization is useful if based on trust and becomes arbitrary if it compensates for a lack of trust. Trust permits open communication and flexible planning and doing. When it is missing, no amount of organization will compensate for it or assure meaningful activities. Within this context of management as promoting and maintaining trust, I would like to discuss some of the major management characteristics that may facilitate project effectiveness and which, I think, based on the Seventh Cycle visits, require your attention.

Effective management is open, public, policy oriented, dynamic, and energized by forthright leadership. When all project members share information, share in decision making, and understand clearly the ground rules, the project runs well and individuals gain personal and professional rewards from participation. To the degree that some group or person is left out of decisions or lacks information, that part of the project suffers. Now this does not mean that project directors cannot make decisions. Of course they do; they must! And if they do not, the project suffers from a lack of leadership. It means that the ground rules are not clear, or not commonly accepted, or unaffected by the experience of all players, and related to the dynamics of the project's purposes. Rules, regulations, or administrative procedures must be publicly acknowledged. If there are violations of these limits by interns, staff, or others, these must be dealt with directly and fairly. If there are to be exceptions to usual procedures or general guidelines, the conditions for expectations must be made public beforehand, and concerned persons must be involved in deciding these exceptions. Two recommendations are suggested by this discussion:

1. Project directors must assure openness of communication and the involvement of all persons in decision making;

2. Project directors and all other project persons must make clearcut, firm decisions at the appropriate point of contact, as directed by project policy and purpose.

Another consideration is worth mentioning. Teacher Corps Washington has not required a policy manual except, of course, the proposal. It seems to me that this document would be extremely useful. It should contain not only information from the proposal but applicable guidelines from the LEA's, the university regulations, community considerations, and other information concerning the background for decisions. This policy book would make it possible for all interns and staff, and cooperating school faculties, to know the rules, where to find guidance in their application, and provide each project person a share in this policy-oriented form of management.

The role of the cooperating teacher must be defined, supported, and trained for. Teacher Corps Washington must accept some responsibility in this area because it has not prepared adequate guidelines for the role of the cooperating teacher. Generally I found that the role was unclear, hence the cooperating teacher was anxious about how to deal with the intern. Sometimes the intern frightened the cooperating teacher because of misinterpreting the intern role, seeming superior through having new techniques and knowledge, or remaining aloof in contacts with regular faculty. This role should be defined by each project and then related to the responsibilities of the team leader. The cooperating teachers should receive pretraining and regular inservice support for the work with interns and, if possible, should attend with the interns the special methods or courses related to teaching and work in the classroom. If team teaching or other approaches are new to the school, the cooperating teachers must receive special assistance in developing new information and roles.

The importance of the cooperating school principal is frequently underestimated. The cooperation of the principal controls not only the experience of the interns and formation or unity of the teams, it directly determines the relationship of the other faculty, and frequently the community, to the project. In some instances, however, the cooperating school principal did not participate in work with interns (including failing to observe them), or did not feel a specific role in relation to the project. Indeed, some principals did not get regular information about what was happening with or to teams in their schools. It is difficult to keep the support of a person who is uninformed or who perceives his role as unimportant to the project, and interns lose important opportunities when the team is isolated from the school.

The major critical need for Teacher Corps projects is the development of a system of intern evaluation. The word *system* should be emphasized. Many of the *pieces* for such a system are available, but I did not find evidence that they had been adequately connected. Project leadership would discuss the impressive nature of the intern evaluation program and share the project's design, but *in the same project* interns would report no observations, little interaction with cooperating teachers and/or team leaders, and infrequent visits from the university project staff or instructors.

An intern evaluation system should unite in a single dynamic operation the following components:

- Goals and objectives for teaching and teaching-related activities
- Lists of tasks, experiences, and activities that interns should have during the internship, both teaching and teaching-related. (Sometimes hierarchies of skills are usefully stated, but simple lists make public the kinds of things interns need to explore and perfect.)
- Training in observation and helping roles for cooperating teachers
- Role relationship training *together as a team* for cooperating teachers, team leaders, and interns
- Development of a dynamic relationship between everyday planning and observation within the team (especially cooperating teacher-intern interaction), and the special or formal evaluation procedures used quarterly or less frequently
- Training for interns in self-evaluation procedures
- Input from the cooperating teacher to the evalu
- Uses of VTR's and other mechanical or recordin vices in ways related to the objectives of observ and evaluation
- Definite roles for other project persons in the eva tion process
- Careful relating of the university study compon and the inschool experience and, again, the commu ty experience and the teaching activity.

It should be stressed that the pieces for such a syst are found more or less developed in projects, but puttir them together to produce a dynamic operation seems to i the next developmental step.

A significant detriment to the success of a project seen to be the inflexibility of the institution of higher educati in some specific areas. Projects sometimes expect speci considerations, in relation to prerequisites for interns o course requirements, based on proposal negotiations an the presumed interest of the university in innovation and program development. Later it is discovered that the uni versity will insist that interns take some prescribed courses or complete some other requirement. (These pressures are sometimes generated by groups opposed to change, or result from the project's failure to coordinate with some necessary decision point.) I would urge each project director to assure that for *each* intern, based on an individual profile, a full program be arranged and approved, perhaps by the registrar, prior to the completion of preservice. In this way there will be no surprises in the second year, and thereafter interns can be held responsible for completion of work.

Teams are effective when all members share a close relationship, functions are integrated, and a common purpose is evident. The roles of all team members should be designed in relation to the others, and then the team should receive training in the roles and the interactions among the members. In addition, a common *mode* or purpose might direct the team's activities. I would suggest *learner.* Briefly, each team member–leader, cooperating teacher, intern–would perceive the group's purpose as learning, at a different level of teaching achievement and skill, using the same situation and new or improved methods. In this sense of common purpose, each member is united with the others for mutual support and achievement of project goals.

Training for interpersonal dynamics and organizational development should be carefully developed in relation to

project purposes and objectives. The importance of such training is generally recognized, but there appears confusion on the design and effective delivery of useful activities. When training relates to role development, involves all members of the project in a common development effort, and avoids personality and private areas, it appears effective. Usually, programs developed during preservice are most effective, but followup throughout the project should be planned.

Some kind of progress checking and project analysis should be carried on at least every couple of months. Discrepancy evaluations are usually well described in proposals, less well operated in the projects, and, rarely, it seems, the basis for change and improvement in management. It is useful to have some relatively direct and uncomplicated process for collecting information from all project-related persons in the form of conclusions about the design, management, communications, and interactions within the project, then to analyze what changes can redirect the project. The procedures, it should be emphasized, need not be elaborate or sophisticated; rather, they should facilitate communication, involvement, and useful changes in management activities.

The community component requires redesign and emphasis toward contributing to the intern's learning to become a teacher. Teacher Corps Washington must accept a responsibility to refocus and direct this area. Usually, and because of pressures of other activities, the community component gets less attention or time than college study or inschool work. The evaluation of the intern's community work does not relate to the teaching or study evaluations, and the community can, therefore, be ignored if necessary. The role of the community coordinator shows very little in common across projects. Relationships are unclear. Despite these harsh comments, some very important things are happening in community work. The need remains to strengthen the concepts of community service and to relate activities to the main project purposes. Teacher Corps Washington should support training materials or procedures for community coordinators.

Teacher Corps is universally praised–by Teacher Corps persons–as a superior way to prepare teachers! I was particularly impressed with the reports of teachers and principals about the superior background and skill of interns compared to other practice teachers. Perhaps the most satisfying aspect of the visits was meeting interns. Despite problems, (sometimes very difficult ones) and frustrations, every intern was considerate, concerned, and anxious that I understand the problems and shortcomings of the project in terms of the superiority of the model to other kinds of teacher preparation.

Next Steps

This preliminary report indicates some highlights from a few visits to Seventh Cycle projects. Other reports will be analyzed before final recommendations are reported to Teacher Corps Washington. It is anticipated that the report will be useful for Teacher Corps Washington in revising guidelines, training project monitor staff, establishing procedures for interaction with projects, and suggesting developmental activities. This kind of preliminary review and analysis of projects resists careful empirical analysis; indeed, that was not a purpose. It may, however, indicate hypotheses worthy of careful, controlled consideration. That may be an important next step. Another step might be to redevelop the interview formats for use by project directors or an outside consultant selected by the director, for periodic reviews of the project.

It should be emphasized in closing that Teacher Corps persons, in any capacity, deserve much credit for their openness in sharing ideas and problems, but especially for their concern with management systems and activities which improve the education of children through the preparation of superior teachers. This purpose emerges clearly in each project. □

THE CONTINUING PROMISE OF TEACHER CORPS

Tomas A. Arciniega

Before I start, let me indicate a couple of things which may not be obvious when I get further into my comments this morning. I am very much an advocate of Teacher Corps and the competency-based thrust within that program. As an ex-Teacher Corps director, I still carry with pride some of the scars that inevitably remain with anyone who attempts to direct a Teacher Corps project. I might add, too, that I am a firm supporter of Bill Smith and the present Teacher Corps administration.

With these words of introduction, I want to talk about some problems and issues that I know are causes of common concern to all of us here. I'm talking specifically about the inadequacy of present national responses to the education of minorities in this country. From the perspective of a Chicano in America as well as a professional educator, I am indignant and angry at the lack of genuine commitment on the part of the national leadership to equalizing educational opportunity for all kids of this country. I am dismayed that the few changes and reforms that are being made to improve conditions for Blacks, Indians, and the Spanish-speaking have been primarily the result of court-imposed mandates. It is indeed unfortunate that it takes the courts to push our leadership elements in education into doing what is right and just. It is a sad indictment of our profession that the true leaders of educational reform are the civil rights lawyers and the courts.

A few people at AACTE and Bill Smith in Teacher Corps became sufficiently concerned about that reality to pull Andy Hunter and others of us together to examine that problem in more detail. We're calling that effort the AACTE Committee on PBTE and Multi-Cultural Education. I've been asked to chair that effort and am looking forward to working with that effort. However, since that committee hasn't met and is only now getting off the ground, let me make clear that what I have to say this morning represents *my* perspective, not necessarily that of AACTE or that committee. So with this, let me talk now about where I think we are and, more importantly, where we need to go. In an effort to cut through a lot of "stuff" so that we can communicate, let me lay out explicitly where I'm coming from. Though many consider this too harsh, here are some basic assertions which I make about American society and public schools and teacher education in this country.

Assertion 1. Unless corrective steps are taken now, the United States of America will become in 20 years or less a completely and hopelessly entrenched apartheid society. Some will contend that we are already an apartheid society, a series of nonwhite urban ghettos ringed by wide bands of white suburbia.

Assertion 2. Higher education, along with other institutions, must move immediately to reverse that trend. Schools and universities traditionally have contributed to, and are continuing to contribute directly to, that movement of our society toward a doomed situation and the maintenance of an unacceptable status quo.

Assertion 3. Institutions of higher learning, and schools of education in particular, must effect hard and extensive institutional reforms to make the process of higher education more responsive to student needs, and must become linked directly to the promotion of a culturally pluralistic society.

Assertion 4. Perhaps the most critical element in achieving this redirection is the preparation of education personnel. The improvement of teaching personnel to staff the education systems of this country should be the principal focus of efforts to change.

Assertion 5. Successful changes for the better along these lines will depend on the extent of cooperative involvement among four key organizational elements: school districts, universities, community and parent groups, and teacher organizations.

Assertion 6. Genuine involvement will require a sharing of responsibility and a working together to implement school

practices that stress the importance and value of cultural, ethnic, and linguistic differences; it will also mean an effort to bring about the evolution of schools in which a new sense of value of the idiosyncratic can be promoted. We must strive to accept and to value these things highly, and to instill a respect for them, both in ourselves and in our students.

Assertion 7. No real reforms can occur along these lines without a widespread commitment to cultural pluralism and a turn away from the "melting pot" ideology which reigns supreme in our schools. The most serious obstacle to the reform of public and higher education in this country is the educators' stubborn belief in the myth of "America, the melting pot."

Assertion 8. The press for accountability in education at all levels is positive, for it has forced us to question the premises of our educational content and practices at all levels. In teacher education, for example, the drive toward competency-based education has forced the most complete and systematic rethinking of all that we are doing. In my eyes, this has employed the most sophisticated conceptual tools ever used in the history of American teacher education. That it is threatening, I firmly believe; but from what I see in schools of education, it is damned healthy.

Assertion 9. The demands by minorities of this country to make America the land of liberty and equal opportunity for all to own up to its own rhetoric, needs to be encouraged and supported, not only for the sake of the blacks, browns, reds, and yellows, but for all our citizens, not only because it is right and just, but because the future survival of America in this predon inantly nonwhite world may well depend on how well we redress past inequities.

Assertion 10. The tension and strife often felt among and between the four elements noted earlier (universities, school districts, teacher organizations, and community groups) is healthy and supportive to the structuring of revitalized schools and universities, and to the revitalizing of teacher preparation—particularly inservice training programs.

Assertion 11. I believe sincerely that schools and universities that will not buy into that action, that are not prepared to accept that challenge, should get out of the business, for nowhere does the truism hold stronger: if you are not part of the solution, you are most assuredly part of the problem.

Where are we now, and where do we need to go? There are a number of recent developments which we need to touch upon as we deal with the implications of that reality and their impact on teacher education in the last 10 years: the rise in teacher militance; the press for accountability in education; the performance-based movement in teacher education; the systematic redirection of Federal funding for education, etc. None, however, has had more impact on the preparation of teacher education students than the push to equalize educational opportunity for minorities in public education. And none is more directly related to the crux of Teacher Corps concerns. It is one of the few programs directly aimed at responding to the needs of minorities and at the equalization of educational opportunity. Teacher Corps, perhaps more than any other single Federal effort, has championed the cause of reform in teacher education, and championed it specifically to equalize opportunities in schools for Blacks, Chicanos, Indians, etc. This is an accepted and recognized fact, and I believe that probably the most important reason why Teacher Corps—the concept and programming called Teacher Corps—keeps coming up winners in those eternal funding games that Federal people play and make us play.

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People in this room have to keep reminding Bill Smith and Ted Bell (and whoever else has responsibility for the continuing development of Teacher Corps in the months and years ahead), that Teacher Corps is significant, important, and successful because of this primary mission. Thus, as team teaching, PBTE, special education mainstreaming, or whatever other good things enter the Teacher Corps picture, they had better enter as directly related to the furtherance of equal opportunities for minorities in public education. It is against that crucible that their worth to Teacher Corps has to be weighed, not vice versa; that's more than a simple threat.

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That's an important push that all of you—particularly those directly involved in action programs—have got to get behind. It's not happening as it can and should be, and that failure has serious implications for delivering on the promise of that beautiful concept called Teacher Corps. Why it isn't happening has to do with the following kinds of problem issues: (1) the inadequate response of the system to minorities in this country, (2) what I call the "misdirection" of PBTE-based multicultural efforts to date, and (3) the myth of equalization of educational opportunity.

Beginning with a discussion of the state of things in American society, the position of a minority culture vis-a-vis the majority culture is important. Various Federal pro-

gram and dollar efforts which have spurred innovations in education during the last few years can be viewed as being part of a general societal recognition of the need to do something to improve the lot of minorities in this country. PBTE, as a part of those efforts, is no exception to this; thus it is fair, I believe, to state that PBTE has relied primarily on the minority education slanted Federal programs for support. And in turn, as I have said, the courts have been part of a national effort to effect necessary reforms in educational practices and conditions for minority youngsters. These efforts can then be considered as part and parcel of a massive and necessary educational engineering effort to redirect the traditional response of public schools to the problem of educating this country's minorities. Specifically, we can see clearly that PBTE programs arose as part of a national recorrective effort designed to address directives to change for the better.

Did we, in fact, move toward a change for the better as a result of the sizeable investments to date? Or, said differently and more simply, have we been successful? How successful have PBTE efforts been in improving the educational lot of Chicanos, Blacks, or Indians of this country? The mounting statistical analyses and studies point to the exasperating "truth" that on the whole, they have been a virtual wipeout. In one sense it has all too often been a damnable waste of money if we measure in terms of minority people gaining an advantage. And why? Although I don't pretend to have any final or complete answers, let me provide at least some food for thought, perhaps from a different vantage point.

Although it has become fashionable lately for educational thinkers and analysts to examine the American educational sector within a pluralistic framework, the fact is that, rhetoric aside, educational pluralism becomes monolithic on issues of race and ethnicity in this country. Thus as high-sounding praises and aims of magnificently funded programs are translated and implemented into site-specific projects, all to often prevailing biases, racist axioms, and institutional norms ultimately hold sway and dictate the nature of changes proposed, in ways which inevitably lead to a maintenance and further entrenchment of the status quo, and as you well know, that status quo is damned unacceptable to the minorities of this country.

Although we don't have time here to delve in great detail into this fast-developing area, let me piece out some basic things to make my point. Looking at discussions centering on decision-making levels in public education systems, we see quite often the express pluralistic view, which contends that although it is true that public policy is formulated in response to interest group pressures, it is said that it is nonetheless functionally democratic because all individuals are supposedly free to organize and approach decision makers who necessarily must take all groups into account to a greater or lesser degree for the benefit of the total society. Without getting into the specific, point-by-point rebuttals, let me note simply that many of these writers offer brilliant testimony of and by themselves to the fact that this philosophical position has become a tenacious article of faith for those whom I would label "conventional wisdom minders" in the educational establishment. It has become exactly that—an article of faith, rather than an empirical statement—which logically should be put up for onsite verification or rejection. And that's my quarrel.

The less heard but more accurate view, in my opinion, is the one expressed primarily by ethnic writers and liberal activists in Teacher Corps, which contends that the decision-making process cannot be termed pluralistic since the decisions, in fact, are shaped by a select few or a power elite. Who can argue the fact, for example, that Chicanos and Blacks do not make policy at the national or state levels, and seldom even at the local levels? These writers go on to challenge the die-hard maintainers of the myth of pluralism in America and in American educational policy, making to look at the foot writing of the present administration and its systematic dismantling of programs having direct impact on minority problems—all in the face of massive and united minority opposition. I would argue that those actions should convince most logical minds of the inadequacy of the pluralistic model to explain the power "facts" of policy making phenomena in the educational establishment of this country. The effect of those powerholders, these last years especially, has been that minorities have been virtually ignored by policy makers and thus suffer under policies which they did not formulate, to which they did not contribute in any meaningful way, and which they all too often have opposed. The negative impacts of that power reign have been great indeed. The recent poverty warpath of lost opportunities provides dramatic testimony to the devastating impact wrought by the reigning cultural superiority paradigm which has guided decision makers, fashioning responses to "minority problems" in American society. This phenomenon that I am addressing, this cultural superiority paradigm, is not simply over racism and discrimination. How I wish it were that simple, because that is much easier to deal with. As a good friend and colleague of mine from the University of New Mexico is fond of pointing out, we're not dealing with crimes of commission. No one is directly plotting to get those brown, yellow, black, or red kids. Rather, we are dealing with crimes of omission—with decisions not to commit enough money; not to invest sufficiently in the changes of direction needed. A decision not to push hard enough for change is a decision to keep minorities in their place. That's a hard and obvious point made over and over by ethnic brothers who

demonstrate in their writing with monotonous regularity how well they know "where and how the reigning shoe fits and where it doesn't fit, and most importantly, unacceptability of the status quo."

If these are not conscious crimes of commission, why do we continue to be plagued by bad programing to build and conceptualize approaches? How does PBTE, how does Teacher Corps, how do all those good things on the American educational horizon figure in the process? One of the main problems has been the reluctance of educators to examine the system realistically. Especially in analyzing the problems of minority members in the educational system, we have been remiss. I would charge political scientists with part of the blame also. As David Easton pointed out 15 years ago, when political scientists have concerned themselves with education, they have too narrowly confined their attention to the uses of education in the competition for power in an overly specialized manner. He argues correctly that increased specialization of scholarly disciplines and research in the study of the relationship between education and power have led to this neglect. This is particularly critical in the present politically charged context for the building of minority-oriented programs. The problem is compounded because educators have tended to regard education as something that should be treated apart and separate from politics—a norm which continues to prevail as part of what I am calling the "conventional wisdom" in education.

Another important and related point is that this conventional wisdom insists that there is a need to keep politics, like religion, out of our American schools. Closely related is the fact that relationships between political and education systems, when they have been considered, have been regarded primarily as matters of local concern, since American education has traditionally been decentralized. I consider that to be a grave mistake. Problems of minorities cannot be solved within the system along the neighborhood concept orientation. That's dangerous. From what I have seen, there has been no significant change in the thinking, and as long as there is no significant change in the thinking, there will be no widespread or massive changes in the existing status quo.

I am led to conclude that this, coupled with an exaggerated macro-orientation of American political scientists, has tended to further insulate the field of education from systematic scrutiny and study by political scientists. Thus the study of education systems as a general field of social scientific study has been left primarily to the educators. And educators have traditionally insisted on focusing attention and concern primarily from a closed system perspective. Our principal concern in education has been with the development of approved programs and procedures and the implementation of innovations within existing systems. This is an important point because the lack of a more open view is what has tended to insulate educational decision makers and planners from having to examine directly the cause and effect linkages and the relationship of school efforts to the national school and political structure.

Let me turn to the misdirection of PBTE-based multicultural efforts. PBTE programs, having been initially conceived and supported primarily by minority-oriented funds, had had from the outset a basic obligation to improve education for minority children by training teachers who were able to function effectively in multicultural settings. The return of those national investments to minorities has been a meager one, a virtual failure except for relatively few exceptions around the country. They have failed, I believe, for two kinds of reasons. One of these is easy to explain, albeit a hard one for some to swallow; the other is perhaps more difficult. Both are closely tied.

Let me take the easy one first. It is what some have called the "big rip-off phenomenon." Simply put, it is the practice of using the Federal minority project monies primarily for development and research work in areas that are related to, but not specifically a principal part of, changing educational systems to improve conditions for minorities, (except when they develop a better base of teacher knowledge and procedures that are applicable to "all the children"). The science of disguising programs for promoting and continuing more "professional development work" has developed and grown at a fantastic rate these past few years. PBTE movers, or the movement, have all too often used minority program monies to further primarily the research and development and PBTE methodologies and machinations apart from the multicultural aspect, even as they genuinely have attempted to provide the services agreed to in the fine line of contracts. The true emphasis, however, has been primarily R&D and PBTE in the professional textbook areas, and not in the "messy problem" areas of how to effect cultural awareness and cross-ethnic sensitivities in teachers and school systems of this country in a lasting way. The problem with this is that when the smoke clears and the project has run its course, the lasting development work has been accomplished primarily in previously established areas and not in the key ones—not in teacher preparation programs dealing with interethnic understanding. Thus, although better services have perhaps been provided to specific minority interns or to specific minority children, the net effect has been a copout on the greater issue—the tough job of laying out a conceptual base for program development efforts in the areas which specifically address the "how" of changing prospective teacher attitudes toward, and understandings of, minority children. I feel strongly that minority-directed programs must neces-

sarily commit the major part of their resources and staff to hammer out that base. What I am afraid has happened is exactly the reverse. In my opinion, the push and grind for lasting contributions has overconcentrated in repackaging, using the same old value principles, the efforts of the past, (albeit in more scientific behavioralistic terms) for training more skillfully our teachers to do what hasn't worked in past years.

Let me now turn to the second, more difficult reason: why the PBTE-based multicultural efforts have been so lacking in genuine improvement. The response to how best to achieve equality of educational opportunity for minorities is directly tied to how one defines equality of educational opportunity, the so-called "equalization of educational opportunity" problem.

Finally, as we are all aware, the push to equalize educational opportunity has not occurred without complications. The matter of equalizing educational opportunity, of changing for the better what we are doing to and with minority youngsters, has proved extremely difficult and complex. I'm convinced that an important reason, perhaps the main one, has to do with how public educators have insisted on, and continue to insist on, defining the problem. To put it more specifically, the way in which one defines the equality of educational opportunity determines the approaches used to attack and solve the problems of inequality, in education systems and in society as a whole. By defining equal educational opportunity in a particular way, we set the goals which become the criteria for eliminating inequality and which by implication suggest the means that might be imposed to achieve those goals. Hence, the manner in which one defines equal educational opportunity has far-reaching implications in deciding what and whom to focus on in developing strategies for eliminating educational inequalities.

Research and writings in the field yield two different views of what constitutes equality of educational opportunity: the *equal access* view and the *equal benefits* view. The equal access to schooling view is the more traditional; it contends that equal educational opportunity has been attained when it can be demonstrated that different segments of the population have a roughly equal opportunity to compete for the benefits of the educational system. At the very least, every person within the society must have access to some school with adequate curricula, facilities, staff, management, etc. This view focuses primarily on inputs to the educational system, with the principal qualifying conditions for the achievement of equal educational opportunity being a provision equal access, with the assurance that all schools are roughly comparable in all other respects. Proponents of this view argue, and they continue to reign, that the decision to secure what the school has to offer, i.e., to benefit from the system, is simply a matter of personal choice, that it is the individual who chooses to benefit or not to do so. Once he or she decides to benefit, it is said to be his or her intellectual capacity, drive, and ambition which determine that choice. Even though all persons do not take advantage of or secure equally the opportunities open to them, equal educational opportunity is said to have been provided. Thus, according to proponents of this view, the fact that Chicanos, for example, do not benefit equally from the present educational system has nothing to do with the existence or nonexistence of equal educational opportunity; rather it is a matter of personal choice—a lack of talent and/or a result of home deprivation on the part of the individual Chicano students.

The equal benefits view, on the other hand, focuses on the distribution of the results or benefits derived from the system. Equality of opportunity is where we have moved to in the courts. The *Lau vs. Nichols* case is an excellent example. Equality of educational opportunity is said to exist only if you have equal benefits, and not merely equal access. The burden of responsibility for ensuring the type of education where all segments of the population benefit equally lies squarely with the school systems involved. Conversely, unacceptable inequalities are said to exist when the educational institutions involved can be shown to be preventing any given group from obtaining equal benefits from institutions.

Hindsight shows a sharp contrast between these two concepts. The equal benefits view has evolved historically and hasn't been all that clear cut in the courts, but since the *Brown vs. the Board of Education* decision we have been moving in that direction. Legally, we are clearly there. But my point is that attitudinally, organizationally, in the packaging of products and approaches in our schools and, more importantly, in the norm and value structure of individual schools that deal primarily with minority students, we continue to operate on the archaic notion that the principal problem is with the kids.

In summary, an alternative view is that quality of results can best be achieved by shifting the focus of full responsibility for student success to the school. The school and societal task is to create school systems which accept and capitalize on the strengths of cultural difference in a manner that leads to successful performance in school by minority children. The promotion of cultural differences is to be recognized as a valid and legitimate educational goal and is utilized in developing the full potentialities of minority as well as majority children. Equal benefits from the system are to be achieved not by transforming Blacks and Chicanos and Reds in order to make them over in the image of the dominant group, but by reforming the schools they attend along cultural and pluralistic lines. Public schools and uni-

versities have insisted on management programs and responses to the needs of minorities from a cultural deficit perspective. The negative results of such stubborn insistence have been documented by too many studies to go into here. They show clearly the extent to which school systems are incongruent with the needs of minority students. The schools are operating on false assumptions regarding the nature and quality of minority student needs, and schools of education continue to operate on false assumptions regarding how best to respond.

Although the problems that I've referred to are quite obvious to those of us who generally gravitate to Teacher Corps-type programs, we know only too well that they are not obvious to the public school systems with which we work. No one has to tell and teach a Teacher Corps intern about the reality of problem areas in the schools. They arise from:

1. inadequacies in the curriculum,
2. underrepresentation of minorities in staffing patterns,
3. almost total lack of meaningful participation by minority community groups in the decision-making process,
4. a pejorative view of the worth of the need to give status, recognition, and legitimacy to the use of minority languages and dialects in the schools as media of instruction and for testing,
5. guidance and counseling practices which are based on a compensatory or cultural deficit mode.

I won't take time to detail these and some of the recommendations of the studies of those problems because you know them well and, more important, because our interns know them, but I will refer to some of the basic directions for change. We need to:

1. ensure the inclusion of cultural heritage materials in the curriculum,
2. increase the number of minority members in school districts at all levels,
3. ensure the true and bona fide participation of minority parents and community groups in decision making,
4. include and use the minority languages and dialects in schools at all levels and in all subjects,
5. reform the testing, counseling, and guiding processes in the schools.

These must be tied to concerted community-based political actions for subsystems that are used in schools to determine who gets what and which persons get promoted to this or that position. Without community support we know that it won't be the militant minority members who get promoted. Rather it is those people who, at best, can be defined as those who fit the mold and who least question the existing and reigning cultural deficit perspective in looking at minority children and how to resolve the "problem" called minorities.

I am convinced that the least of the problems, now, is trying to figure out how best to change. That's the easiest part because once a dynamic consensus for change effort gets going, it's going to have to work and hammer out the best way, given the constraints operating with that plan. Therefore, the base conceptual tools and processes just aren't all that helpful. The most important push, anyway, is always getting the critical elements of community, school district, teacher organizations, and university to agree to a direction for change. What makes the critical difference ultimately is how committed each element and each individual is to the promotion of cultural pluralism, to proving that teaching is important and that schools do make a difference, to proving that parents and community groups do belong in our teacher training business, and to the idea that every kid in school needs to feel good about himself, about the contribution that his kind have made in America. We need to communicate all these things to our minority kids in ways that demonstrate clearly that we mean what we say, that we mean what Teacher Corps rhetoric says about the importance of these types of kids. We need to communicate this in their language and in their communication style. These are the kinds of things that will make a difference and that have a lasting effect on those participation systems and on those Schools of Education.

Let me close by simply saying that it is truly great to be back in the Teacher Corps fold, if only for short while. And Teacher Corps, with blemishes and all, you're still the greatest. Don't forget it. □

INTEGRATING CBTE AND MULTICULTURAL EDUCATION

Carl A. Grant

I am pleased to be here at the Eighth and Ninth Cycle Teacher Corps Conference, and especially happy to have been invited to share with you my thoughts on two important topics—The Teacher Corps Associates Program and multicultural education.

Teacher Corps Associates Program

Early in the history of Teacher Corps, its leadership recognized that there existed a lack of minority group representation in positions of leadership in teacher education. Since the Teacher Corps mandate was to both improve teacher education by broadening existing teacher education programs and to improve educational opportunities for disadvantaged children, the lack of minority leadership demanded immediate attention. What was needed was a program using a Competency-Based Teacher Education (CBTE) model to train individuals, especially those selected from minority groups, to become educational leaders and consultants. This idea became a reality in 1971 with the creation of the Teacher Corps Associates Program. The Associates were selected after a national search by a committee composed of representatives from Teacher Corps-Washington, Teacher Corps National Field Council, and AACTE's Committee on Performance-Based Teacher Education. The Associates are members of the teaching faculty of local Teacher Corps projects, or are local project directors, associate directors, program development specialists, or school coordinators.

The fundamental objective of the program is to enable the Associates to develop skills in planning and implementing CBTE programs in such a way that all persons concerned with the education of teachers, or affected by it, share in the responsibility, participation, and elaboration of its philosophies. Also, the program is designed to assist the Associates to conceptualize the educational problems of individuals in a pluralistic society and to use the techniques and approaches of CBTE to meet these problems. This, in turn, will provide them with the expertise to provide CBTE technical assistance with a pluralistic and humanistic focus to Teacher Corps projects, universities, school districts, and governmental agencies.

Each Associate receives extensive training in the basics of CBTE: systems management, development of instructional modules, and identification of teacher competencies. Each Associate, with the help of the director, identifies areas of strength and weakness in these competencies and develops strategies and techniques to improve weakness and enhance strengths. Various techniques and approaches to effective consulting in CBTE and multicultural education are also explored. The training includes seminars, study visits to educational institutions and communities, and serving as consultants and resource persons to Teacher Corps programs and regional/national conferences. As a culmination to the training program, the Associates are required to develop various multicultural CBTE materials. The first group of these teacher training modules and module clusters have been published under the series title of *Resources for CBTE*. Briefly, they are as follows:

1. *A Module for Understanding the Characteristics of Competency Based Education*, by Alberto Ochoa.
2. *A Seminar on Competency Based Teacher Education for University Personnel*, by Horace Leake.
3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies*, by Joseph Watson.
4. *The Role of the Community Coordinator*, by Edwina Battle.
5. *Bilingual Education: A Needs Assessment Case Study*, by Fernando Dominquez.
6. *Implementing Competency Based Educational Programs at Southern University*, by James Fortenberry.
7. *Competencies Essential for Diagnosing Reading Difficulties*, by David Blount.
8. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers*, by Milo Kalectaca.

9. *Methods of Public School Music*, by Edwina Battle.
10. *Non-verbal Communication and the Affective Domain*, by Claudette Merrell Ligons.
11. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile "Troubled Youth" of the Inner City*, by Vida Van Brunt.

Some Changes

The Teacher Corps Associates Program, in its first phase of operation, has been successful in providing an opportunity for educators, a majority of whom have been minority people, to both learn about and utilize CBTE as a strategy of educational change within a pluralistic society. It has been limited, however, because of the relatively small number of individuals in the program and by the initial difficulties in developing learning strategies appropriate to analyzing change within a pluralistic society while applying possible multicultural education solutions.

In order to rectify these problems, a number of changes have been made in the program. One change is to increase the size of the program by including a new training cycle for additional Associates. A second change is that the new Associates—with the assistance of the initial group of Associates—are now developing an assessment of the present "state of the art" in multicultural resources (e.g., textbooks, multimedia, curricula) for teachers. This includes developing goals/objectives for preparing teachers for multicultural education, identifying competencies for preservice teachers to meet these goals/objectives, identifying what multicultural resources exist to facilitate these competencies and, finally, developing necessary multicultural resources. This individualized and personalized CBTE program utilizing multicultural resources is being developed in a modular "packaged" form which will be available for distribution to interested educators in Teacher Corps projects, universities, school districts, and governmental agencies early next year.

Multicultural Education

Congress recently passed legislation on the Ethnic Heritage Studies program which is titled "Title IX, Elementary and Secondary Education Act of 1965." The purpose of this program can be clearly viewed in the following excerpt from the Act:

> In recognition of the heterogeneous composition of the Nation and of the fact that in a multi-ethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

Now that Congress and the public have openly recognized the cultural diversity of our nation, we as educators must seek to make this reality evident. There are four important ways in which we can change our educational system to do just that: (1) change our methods of teacher training; (2) revise our educational materials; (3) establish a relevant, flexible curriculum; (4) invite and encourage community participation in educational decision making.

Teacher Training

We must change our methods of teacher training and employ methods which do not assume that all children are the same and may therefore be taught in the same manner. "The true impediment to cultural pluralism is that we have had culturally deficient educators attempting to teach culturally different children."[1] Another change that must be employed in our teacher education program should be to bring prospective teachers into contact with the real world of the classroom. "Prospective teachers must be brought into contact with the reality through various training experiences and actual encounters with children in the classroom."[2] Teachers and Teacher Corps interns must be made aware that the classroom is not an area remote and separate from the larger, pluralistic society. However, the emphasis on increased practical experience is not meant to minimize the role of pedagogical courses in teacher training and education.

> Not everything that the teacher needs to know can be learned from analysis of different types of situations, even though these situations can span the social spectrum. Just as it is important for the prospective teacher to learn concepts in the situation where they are to be used, so it is important for him to understand the theoretical context from which these concepts are taken. Nowhere is this fact more evident than in the development of cultural empathy. A teacher may understand from the analysis of a situation the conflicts that a child must have at home. But that is not the same as empathizing with the total social and cultural pattern within which the family and the child exist. It is one thing to be able to project one's self into a personal or family situation and it is quite another to understand, with a measure of comprehensive objectivity, the cultural conflicts that cause that situation. The teacher needs both of these forms of empathy.[3]

Instructional Materials

In reviewing our instructional materials to acknowledge and reflect our pluralistic society, we must avoid the prevalent mistake of creating "supplementary" materials. "Supplementary" implies expendable, and our cultural diversity

is an ongoing reality, not some fad in which we may eventually lose interest.[4] Instead, we should revise our instructional materials with two specific goals in mind: (1) to prepare materials that are free of errors and stereotypes about the various racial and ethnic groups in the United States; (2) to get students to analyze the meaning of the various experiences of these racial and ethnic groups.[5]

Curriculum

After we improve teacher training and revise instructional materials, it is necessary to examine the curriculum. A curriculum should be employed that is relevant and capable of meeting the needs of each student since "a curriculum should represent the system of symbolic meanings by which a child is inducted into his culture."[6] Alvin Poussaint makes a strong case for a curriculum that responds to the needs of the child—especially the black child—when he notes that

> Students should not be viewed as some homogeneous, monolithic group that can be fitted into a rigid educational machine designed to service yesterday's model of white middle-class child. A curriculum designed to meet the needs of a child in white suburbia may fail miserably if foisted unmodified on black youth in the ghettoes; variations in experience and life-style mean that different people need different things at any given time. No single approach or method works effectively with everybody. Schools should have the flexibility of styles and approaches to work with a variety of classes of youth.[7]

Community Participation

We must encourage community participation if we are to provide an education that best fits the needs of all students. A recent task force report on improvement and reform in American education states that educational policy at whatever level must be based on the needs of the related community.

> Policy-making aimed at educational reform allows individuals, institutions and all other concerned publics to be cooperative. Governance, as the highest level of cooperative human activity, is unenforceable. But governance is reinforced through cooperatively agreed-upon goals.[8]

The report goes on to say that good policy-making—that leading to reform in the interest of learners—has the following requirements:

1. Those to be involved must have an organized policy-making body representing all of the constituencies to be affected.
2. What should be done must be determined by all to be involved.
3. Decisions regarding criteria for determining the effectiveness of management and operation must involve all parties.
4. Commitments to shared responsibility in ongoing evaluation must have been established.
5. Agreements on qualification criteria must have been established for selecting and retaining those who will implement policy.[9]

CONCLUSION

As stated by AACTE Commission in "No One Model American":

> Multicultural education *is* education which values cultural pluralism. It reaches beyond awareness and understanding of cultural differences. More important than the acceptance and support of these differences is the recognition of the right of these different cultures to exist. The goal of cultural pluralism can be achieved *only* if there is full recognition of cultural differences and an effective educational program that makes cultural equality real and meaningful. The attainment of the goal will bring a richness and quality of life – that would be a long step toward realizing the democratic ideals so nobly proclaimed by the founding fathers of this nation.[10]

We hope that the Teacher Corps Associates will serve as a catalyst and as a means of incorporating multicultural education into CBTE programs.

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[5] Ibid., 435

[6] Itzkoff, Seymour W., *Cultural Pluralism and American Education*. Scranton, Pennsylvania: International Textbook Company, 1969, p. 148

[7] Poussaint, Alvin F., "The Black Child's Image of the Future," *Learning For Tomorrow*, ed. Alvin Toffler. New York: Vintage Books, Random House, Inc., 1974, p.71

[8] Denemark, G. W., and J. Yff, *Obligation for Reform: The Final Report of the Higher Education Task Force on Improvement and Reform in American Education*. Washington, D.C.: American Association of Colleges for Teacher Education, 1974, p. 9

[9] Ibid.

[10] AACTE Commission on Multicultural Education, "No One Model American," *Journal of Teacher Education*, XXIV (Winter 1973), 264-265 □

The following remarks by Terrel H. Bell followed by minutes his official appointment as the twenty-first United States Commissioner of Education, and thus constituted his first statement of policy on teacher education.

PERSPECTIVES OF A NEW COMMISSIONER: FROM FIELD TO FED

Terrel H. Bell

Our nation is awakening, with some unsettling jolts, to a new appreciation of its resources. The fuel shortage of this past winter and spring was only the most recent reminder that there is a limit to the riches of a land even as great as ours.

Dismal and threatening as things may appear now, however, when we stop cursing ourselves for our past reckless misuse of our resources we may reassess the real riches of this nation and use them to support a fuller life than we have yet imagined.

I feel fortunate in returning to the Office of Education at this time because I believe this reassessment will inevitably lead to fundamental questions about the purposes of our society.

For if we thoroughly reexamine our national purposes, it seems we must inevitably come to the realization that all our resources, all our efforts, are in the end devoted toward a full and rewarding life for people. And that is what educators have been concerned with all along. Whatever form education takes, it is guided by some concept of the life which awaits the student. We cannot plan a life, but we can develop in people the capacity to plan their own lives and the capabilities to pursue their ambitions.

I'm afraid we are all tired of hearing that our nation's greatest resource is its people. I imagine that was also said by the builders of the pyramids. We are not this nation's greatest resource. We are the Nation. Resources are what is given us to use to live.

Human life at its fullest is the objective of all our efforts and our use of resources, and it can only be achieved within individual bodies and minds.

Thus, to turn back to the title of this talk, I would like to insist that the perspective from Federal office is not so much different from the perspective from the field if one is truly convinced, as I am, that the whole purpose of education is realized in terms of individual lives. I do not believe the U.S. Commissioner of Education has a wider spectrum of problems or possibilities than does any classroom teacher who would try to open up the full possibilties of life to all the varied needs and talents of a roomful of human beings.

At various times I have occupied positions at most levels of our system of education—classroom teacher, superintendent, professor, state superintendent, and now, U.S. Commissioner. And at every level I have become more aware that there isn't any "big picture." What there is is 50 million school-age children, no two of them alike.

This is not to say that we cannot rationalize our collective efforts in the field of education. We not only can; we must. But as Commissioner of Education I emphasize my belief that planning, apportionment of resources, the development of programs, and the measurement of success or failure must be rationalized in terms of the real life goals of these widely differing young people and how well we help them to reach those goals.

I particularly welcome discussing these matters with this group here today, because this gathering shows a realistic linking together of the elements which must be included in any new departure in education—the community, the schools, and the institutions of teacher education. I believe the most important aspect of this successful Teacher Corps formula is that these elements are together from the beginning of a project. Plans and hopes are shared as well as the responsibilities for making them work.

If there is to be a distinctive characteristic of the Office of Education under my stewardship, I hope it will be that all Federal activities in education will develop the kind of partnerships that Teacher Corps has pioneered. I hope that all actions emanating from Washington will show the effects of thorough prior consultation and a recognition of the responsibilities each of us has in determining what students need, and then in providing it.

While the look of Teacher Corps has changed over its 10 years of existence, its aims have not. It was conceived as a learning organization—an organization to focus on the areas where our system of education was failing and to do some-

g about it. In 10 years it has learned a lot. It has learned teachers are just as much individuals as students; that has his strengths and weaknesses, and that his training be enhanced by basing it on his demonstrated competencies. Teacher Corps has also carried this appreciation of individual competencies into schools, where it has pioneered team teaching projects. But it has also learned that, no matter how well trained and motivated a teacher may be, he cannot be effective in a school or a school district where his goals and the goals of his students are unrelated to what is going on in other classrooms. Thus some of our Teacher Corps projects have been the vehicle for the introduction of modern management techniques into school systems and into the curriculums of teacher education institutions.

A major thrust during my tenure as Commissioner will be to challenge the problem of improving the management of education by giving education managers and administrators the opportunity for training in what I have come to call *results-oriented* management.

Results-oriented management means that local education agencies relate the use of their resources to the achievement of learning goals for children and use these resources in effective and efficient ways, within locally designed systems.

Teacher Corps long ago learned that schools cannot be isolated from the community—that there is either understanding and participation from the community, or there is suspicion and resentment.

This has been learned in school systems, colleges, universities, and communities in almost every state in the Union, wherever a Teacher Corps project has been undertaken, as well as by the thousands of interns who have studied and worked in the projects. Your ability to share your knowledge and experience will determine the extent to which the reforms developed and demonstrated by Teacher Corps will benefit more and more American students.

To show how a Teacher Corps project *can* benefit more students, let me talk for a moment about one in my home state, at Weber State College in Ogden, Utah. The project director is Dr. Lavan H. Ferrin, who is here today.

Weber State has been involved with the Teacher Corps most recently in completing a Seventh Cycle project and getting ready to begin a Ninth Cycle one. A number of innovative changes have occurred both in the communities the project serves and in the college. Let me point to a few of them:

1. For the first time in Utah, a strong cadre of black and chicano teachers is emerging, carefully prepared to work with black and chicano students. Beyond improvement in teaching and learning, these persons present strong role models for these children to look up to.

2. Through the community service program, interns took inner city students on weekend camping trips to southern Utah, the first experience outside the city for these children.

3. The entire faculty of the Dee Elementary School, located in a Spanish-speaking neighborhood, is studying Spanish in a special Teacher Corps program.

4. At the college, the teacher education curriculum has been revised into a competency-based format. Students study under varying conditions, independently, in small groups, or with professors.

5. Through the mutual efforts of the college and the school district, under the aegis of Teacher Corps, a new elementary math curriculum has been installed in the Ogden City Schools. Teachers have received training through inservice programs and materials have been purchased with Teacher Corps assistance.

6. Intermountain Indian School interns counsel Indian students, and it is believed that this accounts for a considerable reduction in the dropout rate.

The proudest accomplishment of Teacher Corps has been the attraction of special groups of young people into the teaching profession—black, Indian, and other minority members with special experience to give *and with a desire* to make a difference. This spirit must be kept alive in Teacher Corps, and I am sure it will be under Bill Smith.

But Teacher Corps has always been much more than a recruiting and training organization. What it has accomplished has been through experienced teachers, professors, administrators, and community participants, not its interns alone.

We have long been aware that many professional teachers have desired the opportunity to study some special problems in education and to participate as interns, studying, teaching, and helping to develop a new approach. I hope and expect that we will soon be able to extend this opportunity. The Congress is considering legislation which would make it possible. I believe teachers feel strongly the need to do a better job and that their experience will be a very helpful complement to the competencies of the younger interns on the team.

Teacher Corps is the major Federal activity in teacher training and should, logically, be exploring all the ways

experienced teachers can reexamine their training and their experience and help plan and carry out new departures.

Most of us have spent our entire professional career in a period of explosive growth. It was a heady, exciting period in which new ideas could be tried and then discarded, to be replaced with other new ideas.

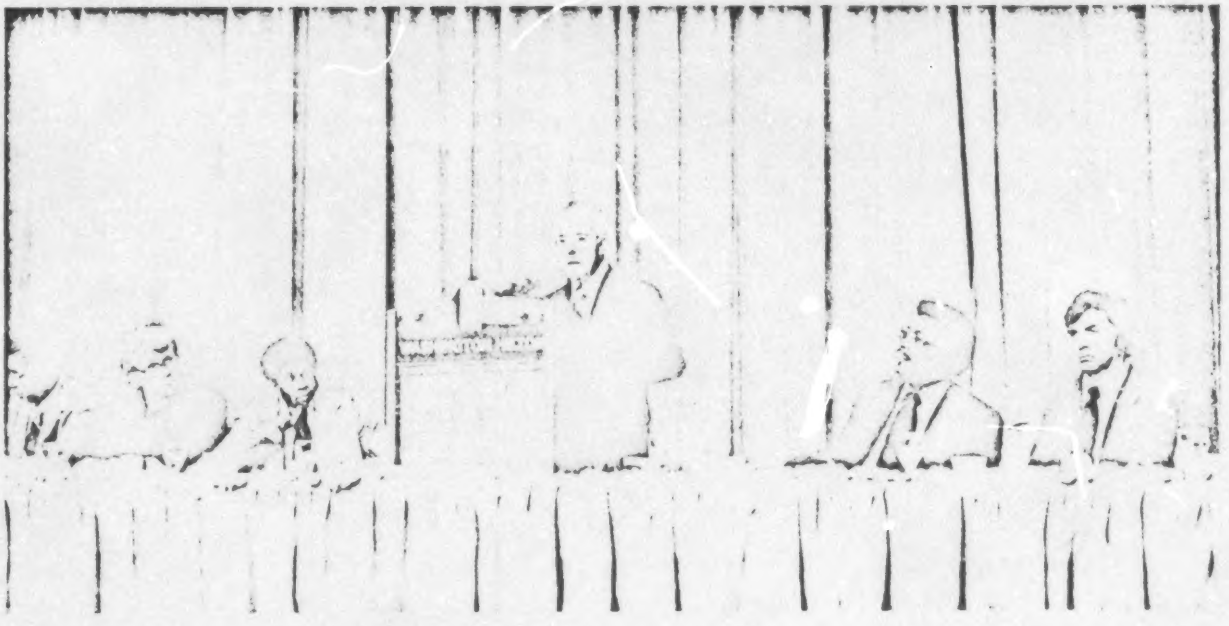
But while we were accommodating the great post World War II baby boom we became aware that significant minorities in our population were gaining little or nothing from what we were offering. Despite catch-up efforts to create special assistance programs for these minorities—the economically disadvantaged children, non-English-speaking children, handicapped children—we must still face the fact that these children, millions of them, partake only minimally in the shared experience of education and that our schools do little to prepare them for full and rewarding lives.

Regardless of what caused the gaps and schisms which may have occurred in our society, our obligation as educators is to all the people. In a free society the privilege of education is everyone's. This, of course, has been the credo of the Teacher Corps from the start, and it has provided us with some of the most valuable experience we have in providing education in ways that fit the needs and expectations of those children the schools have so far failed to serve.

Now that school populations are shrinking, every school system has the opportunity to focus on the special needs of these minorities among its students as it turns its attention from dealing with numbers of students to serving better the students it has.

I feel it is an essential Federal function to provide you, the Teacher Corps, with the means to evaluate and communicate your experience for the benefit of educators throughout the nation. I understand that O.E. staff members have been discussing with you the new study of Teacher Corps projects that is about to be undertaken. I hope you will see it as one opportunity to contribute to the improvement of education in all our schools. We must find a way to convey the spirit in which things are *done* in Teacher Corps projects as well as conveying the methods that are used.

Finally, I would like to thank you for the efforts you are putting into planning the Ninth Cycle projects. I hope each of you leaves this conference with a new sense of being part of a group of exceptionally decent people, whose work is making a difference in education throughout the nation. □



SKILL SESSIONS

In addition to the major presentations at the Teacher Corps Conference, Skill Sessions were conducted by representatives from Teacher Corps projects, colleges and universities, educational agencies, and private corporations. The sessions, which focused on competency-based teacher education and on diagnostic-prescriptive teaching, were designed to provide conference participants with an opportunity to work in small groups where they were able to become actively involved, acquire new skills, gain specific program information, and review and discuss ideas with their peers.

Since the skill sessions were informal and included group and individual activities, written presentations were not expected to be a result. However, in some cases leaders distributed paper during their sessions or prepared reports based on their presentations at the close of the conference. Those papers are included in this section.

A STRUCTURED CURRICULUM IN THE INDIVIDUALIZATION OF INSTRUCTION

C. Mauritz Lindvall

The basic general goals to be achieved through the development of a program of individualized instruction may be formulated as follows:

1. To provide classroom learning situations that are adapted to the needs and abilities of each individual student in such a way that each is engaging in meaningful and challenging instructional activities.
2. To have the student experience increasing responsibility for the management of his own learning activities in such a way that he acquires the abilities, attitudes, and habits which are needed if he is to continue to engage in valuable learning experiences throughout his life.

A STRUCTURED-CURRICULUM MODEL FOR INDIVIDUALIZED INSTRUCTION

One could think of many possible procedures for individualizing instruction that would have these goals or qualities. I should like to talk about one procedure which, in its general form, is being used by several programs for individualizing instruction. In describing the specific steps and instruments involved in its implementation and the role of testing and evaluation I shall use our own program, Individually Prescribed Instruction, as the example. This is a program for individualizing instruction in the elementary school that is being developed at the Learning Research and Development Center at the University of Pittsburgh and being field tested by Research for Better Schools, the regional education laboratory located in Philadelphia.

It has been our assumption (and we feel that this has been somewhat substantiated by our work thus far) that if an individualized system is to be widely applicable, if it is to be used by typical teachers working in diverse types of school situations, it must have considerable structure. By this we mean that it must involve an organized system that includes tests, lesson materials, and specified procedures that give the teacher and the student considerable assistance in developing individualized lessons and in monitoring pupil progress. We have termed this general model the "structured-curriculum model." It can be thought of as involving the following elements:

1. Sequences of instructional objectives to define the curriculum.
2. Instructional materials to teach each objective.
3. An evaluation procedure for placing each pupil at the appropriate point in the curriculum.
4. A plan for developing individualized programs of study.
5. A procedure for evaluating and monitoring individual progress. [1]

As may be surmised, assessment and evaluation play key roles in a program characterized by these elements. We shall now examine these roles in more detail and see how they are exemplified in the system for Individually Prescribed Instruction (IPI).

1. Defining and Structuring the Curriculum

The basic component of the "structured-curriculum model" is the structure of specific instructional objectives that serves to define the curriculum within which the pupil is to work. Effective individualized instruction requires that an assessment be made of the competencies that each student does and does not possess. Tests and other procedures for evaluating these competencies must be based on a clear specification and an organization of the objectives of instruction in given areas of content. One such scheme of organization is represented by that for our IPI math curriculum and presented in its overall outline in Table 1. From this it can be seen that mathematics has been divided into such areas as Numeration, Place Value, Addition, Subtraction, etc., and that each such area is covered at successively higher levels of instruction as the student works through the curriculum. To this extent the IPI math structure represents a spiral curriculum in which the student masters a topic to a certain level of competency

[1] Lindvall, C.M. and Richard C. Cox. "The Role of Evaluation in Programs for Individualized Instruction," *Educational Evaluation: New Roles, New Means.* Sixty-Eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1969, p. 161.

at one level and then goes on to higher levels of competency in that same topic as he moves on to the next level. Each topic at each level represents a unit of instruction and involves several specific objectives. The nature of such objectives can be seen in Figure A, which can be thought of as involving a small portion of Table 1 including levels C and D for the topics of addition and subtraction and showing objectives found in each of these units. One way of thinking about the structure of objectives found in Table 1 and Figure A is to imagine a first grade student who is just starting in the curriculum. The standard way for such a student to move through the math sequence would be to start with level A Numeration, work through to mastery of all objectives at this level, then move on to the next unit at A level and so on until he had mastered all units at this level, and then he would move on to do the same thing at B level, C level and so on in successive months and years in school. The programs of most students would probably involve some variation from this relatively standard route of progression. However, this overall structure provides the framework for placing the pupil at the proper point in the curriculum, for defining the necessary instructional materials and achievement tests, and for planning the student's route of progression through the curriculum. An organized framework of carefully defined specific instructional objectives is the basic component of the structured-curriculum model for individualized instruction.

TABLE 1

Number of Instructional Objectives at Each Level for Each Topic (or in Each Unit) in the *IPI* Mathematics Curriculum

	LEVEL							
	A	B	C	D	E	F	G	H
Numeration	9	7	3	3	6	3	6	6
Place Value			2	4	3	5	1	1
Addition	2	9	5	8	6	2	4	3
Subtraction			4	5	3	1	3	1
Multiplication				8	10	10	4	3
Division				7	7	5	5	5
Combination of Processes			4	5	6	4	5	5
Fractions	2	1	4	5	6	12	7	1
Money		4	2	5	4	1		
Time		3	5	10	16	5		
Systems		4	2	4	6	2		
Geometry		2	2	1	9	9	6	6
Special Topics				3	3	5	3	3
Supplementary Topics			3	1	1	1	1	1

Figure A.
Objectives for Selected Units at Levels C and D in the Individually Prescribed Instruction (IPI) Mathematics Curriculum

Level C

Addition

1. Does column addition with 2 addends for any 2- or 3-digit numbers, no carrying. Checks addition problems by adding in reverse direction.
2. Solves column addition problems with 3 or more addends and sums to 20.
3. Places >,< or = between 2 addition expressions to show their relationship. Sums to 18.
4. Adds 3 single-digit numbers in 2 different ways to illustrate the associative principle for addition. Puts in parentheses to show which numbers are added first. Sums to 12.
5. Adds 2 numbers to sums of 20 using expanded notation.

Subtraction

1. Subtraction problems – sums to 18.
2. Subtraction 2 digits – no borrowing.
3. Finds missing addend – 2 single digits.
4. Using >,< or = between subtraction expressions. Sums to 18.

Level D

Addition

1. Mastery sums through 20. Timed test.
2. Column addition 2 addends, 3+ digits. No carrying.
3. Finds missing addends. 3 single digits. Sums through 20.
4. Uses words sum, addend – labels part.
5. Adds carrying to 10's using 2-digit numerals, 2 or more addends. To 200.
6. Adds, carrying to 10's, 100's using 3-digit numerals, 2 or more addends. To 2,000.
7. Adds, carry 10's, 100's using 3-digit numerals, 2 or more addends. To 2,000.
8. Finds sums, column addition. Using 3 or more addends of 1 digit. To 50.

Subtraction

1. Mastery subtraction facts, numbers to 20.
2. Subtraction no borrowing – 3 or more digits.
3. Subtraction borrowing 10's place – 2 digits.
4. Subtraction borrowing 10's or 100's – 3 digits.
5. Subtraction borrowing 10's, and 100's – 3 digits.

II. Instructional Materials for Individualized Study

The learning activities in which a student engages in a program such as IPI must be carefully related to the instructional objectives. If the evaluation of a given pupil's level of ability shows that he is ready to start study at a given point in the curriculum structure, materials must be available for permitting him to master the objectives at that point. In IPI math packets of lesson materials are provided for each objective. If the testing and diagnostic program indicates that the pupil is prepared to study objective 3 in the level D Multiplication unit, the pupil knows where to find his study materials for that objective. One set of possible materials will be filed in the materials center and will be clearly labeled "Level D, Multiplication, Skill 3." He

will also have a listing of alternate materials that he might choose to study in mastering this skill. Some of these will be specific pages in selected textbooks. Others might be manipulative devices that could be used. However, the key is that, particularly at the early levels, the pupil is given maximum help in locating materials that he can use to master the given skill. This seems to be important in teaching the younger student that he can, indeed, play a role in managing his own learning activities.

Of course, most such materials are those that the pupil can use largely on an independent basis. This is crucial if individualization is to be managed by one teacher working with the usual number of pupils in a classroom. The teacher's task would be impossible if each pupil required frequent personal instruction by the teacher. Materials that lend themselves to independent study are also important if the pupil is to acquire the ability to be a self-directed learner. First steps in acquiring this latter capacity must involve experience in being able to learn independently from relatively simple materials. As the student acquires greater capacity for managing his own learning he will play a larger role in planning what he studies and will use study sources that are more complex.

The basic lesson materials in IPI math involve a self-evaluation component that seems central to independent study. Almost all lesson pages include exercises for the student to work. Such exercises give the student practice in the skill he is learning and also provide him with a check on whether or not he has learned what the page teaches. To achieve the latter the pupil checks his answers by referring to an available answer key. Learning to use such answer keys in a valid manner is another important step in managing one's own learning activities.

III. Procedure for Placing Each Student in the Curriculum

As indicated earlier, one major step in individualizing the instruction of any given student is to determine what skills and knowledge he has already mastered and what he is prepared to study next. This means that when a student enters the program either as a new student transferring into an IPI school or as he moves on from one year to the next, information must be obtained as to his specific level of achievement within the curriculum. In IPI math this means identifying the proper unit in which he should start work. To accomplish this a placement testing program is used. The specific purpose of the placement test is to find the level of mastery of each student in each of the math topics. The IPI math placement tests consist of a battery of tests providing a certain number of items for each unit at each level. For purposes of administration the placement tests have been assembled by levels so that for example there is a level C placement test which measures pupil mastery of each of the units at level C. Likewise, there is a placement test at level D, level E, and so on. On the basis of information on the pupil's past performance the teacher will first administer the level test which seems most appropriate for the student. If he fails to master all of the units on this test he will be given the test at a lower level for each unit that he fails. For each unit that he masters he will be given a higher level test on that same topic. The end result of this type of testing will be the identification in each topic of the highest level that the student has mastered. This yields a profile such as that shown in Figure B. For this student the placement test results show that his highest level of mastery is level C for Multiplication, Division, Combination of Processes, and Fractions; level D for Place Value, Addition, Subtraction, and Geometry; and level E for Numeration, Money, Time and Systems of Measurement. In this case it is likely that the student would start his study in level D Multiplication.

Student A

	A	B	C	D	E	F	G	H
Numeration			x	x	x			
Place Value			x	x				
Addition			x	x				
Subtraction			x	x				
Multiplication			x					
Division			x					
Combination of Processes			x					
Fractions			x					
Money			x	x	x			
Time			x	x	x			
Systems of Measurement			x	x	x			
Geometry			x	x				

Figure B.
Example of a performance profile indicated by mathematics placement tests

A thorough job of placement testing can be quite time consuming. As a result a goal must be to obtain the maximum amount of information in a feasible time. For this reason IPI placement tests provide only a decision of mastery or non-mastery of a given unit and do not provide any diagnostic information concerning pupil's needs within a unit. To provide this latter information further diagnostic testing is necessary.

The placement tests, as is true in the case of all IPI tests, do not provide scores in terms of percentile ranks or stanines or grade equivalents or other such norm-referenced scores. The information needed in managing a system of individualized instruction is information concerning mastery or non-mastery of specific instructional objectives. The need then is to have criterion-referenced tests, that is, tests

that tell you something about the student's command of specific criterion performances. In this case the criteria are the objectives, and the information provided by the tests is mastery or non-mastery of the skills found in a given unit.

IV. Procedure for Planning Individual Prescriptions

In the IPI program the placement test results serve to identify, or at least suggest, the first unit in which the student should start working. However, the placement test results provide only limited information concerning what a pupil knows about the unit in which he is to start work. It may well be, for example, that although a student has not mastered this total unit he may have mastered some of the objectives within the unit. To determine this and to obtain other important information additional diagnosis is needed. One aspect of this further diagnosis is represented by the unit pretest, a separate test for each unit in IPI math and one which provides a score on each objective within that unit. Again, the unit pretest is a criterion-referenced test with each specific objective within the unit serving as a criterion. Results from such a test tell the pupil and the teacher that the student has, for example, mastered objectives 1 and 2 but has not mastered objectives 3, 4, 5, and 6. This information is basic to developing the individualized lesson plan or "prescription" for this student's work in the unit. In the hypothetical case just mentioned, for example, the student would probably begin his study with objective 3.

Developing the student's prescription requires information in addition to that provided by the unit pretest. An important consideration is whether or not the student has the prerequisite abilities for this particular skill. Presumably as the student works through the curriculum the abilities he acquired at one level provide him with the prerequisites for that same topic at the succeeding level, but with any individual student it may be that he has had some difficulty on a given topic at a previous level. Such information is important in developing his prescription for the topic at this level. This means that information as to how a student performed in a topic at earlier levels is essential evaluative information for developing a pupil's prescription at any given level. Incidentially, one of the major improvements now being planned for the IPI testing program is the development of pretests which provide more extensive information concerning the pupil's mastery of essential prerequisite skills.

Additional information that is important for developing a student's prescription involves answers to such questions as what kinds of materials have been found most effective for this student and how much practice does he typically need. Again the evaluative data required for answering such questions can only be provided by examining the student's past performance within the math curriculum.

It should also be pointed out here that the involvement of the pupil in the development of his own prescription is an essential aspect of the IPI program. Upper level students play a major part in planning their own activities and writing their own prescriptions. We are now pilot testing a manual for giving the pupil and the teacher guidance in this task. Progressive steps in getting the pupil more and more involved in planning his own study activities are important components of a program that is designed to give the student competencies in self-direction and self-management of his instructional program.

V. Assessing Individual Progress

Another role for assessment and evaluation in the Individually Prescribed Instruction program is that of monitoring the progress of each individual pupil as he works through the curriculum. Of course some of this monitoring is provided by the availability of answer keys to the study pages, and by using these the student monitors his own progress on a rather continuous basis. Another more inclusive measure of progress is provided by the curriculum embedded test (CET), a test given at the conclusion of study in each skill to measure pupil mastery of that particular skill or objective. Typically a pupil must show mastery on a CET before he moves on to the next objective. At all upper levels the CET's are usually self-scored by the pupil and provide him with experience in evaluating his own work.

Another step in monitoring progress is provided by the unit posttest. This is taken by a student after he has passed all the CET's for the given unit and has himself made the decision that he has mastered all the skills within that unit. The posttest is quite similar to the unit pretest in that it provides the pupil with a mastery or non-mastery score for each objective within the unit. Typically a pupil's posttest performance must be such as to show mastery of each skill within the unit before he is permitted to leave that to go on to the next unit. If his posttest performance shows that he has not mastered certain objectives, he is given further study on these and takes a second posttest before he is permitted to move on.

In all the monitoring of pupil progress provided by the CET and the unit posttest, these assessment devices and the suggestions for their use provide only the basic mechanics of the evaluation system. Teachers are free, at any time, to take exception to such test results and to use their judgment in making decisions about pupils. Attempts are also made to give the student this type of freedom in making evaluative decisions about his own work. One place

where this is done, for example, is when the pupil is encouraged to review his work within a given unit to determine whether or not he should undertake additional study before taking the posttest, even though he has previously shown mastery of all CET's in the unit.

A summary of the IPI system for diagnosis, prescription, and study and of the role of the various tests in this process is provided by the flow-chart found in Figure C. Persons who wish a clearer picture of the process as it has just been described may choose to use this flow-chart as a scheme for organizing their perception of the various steps that have been presented. □

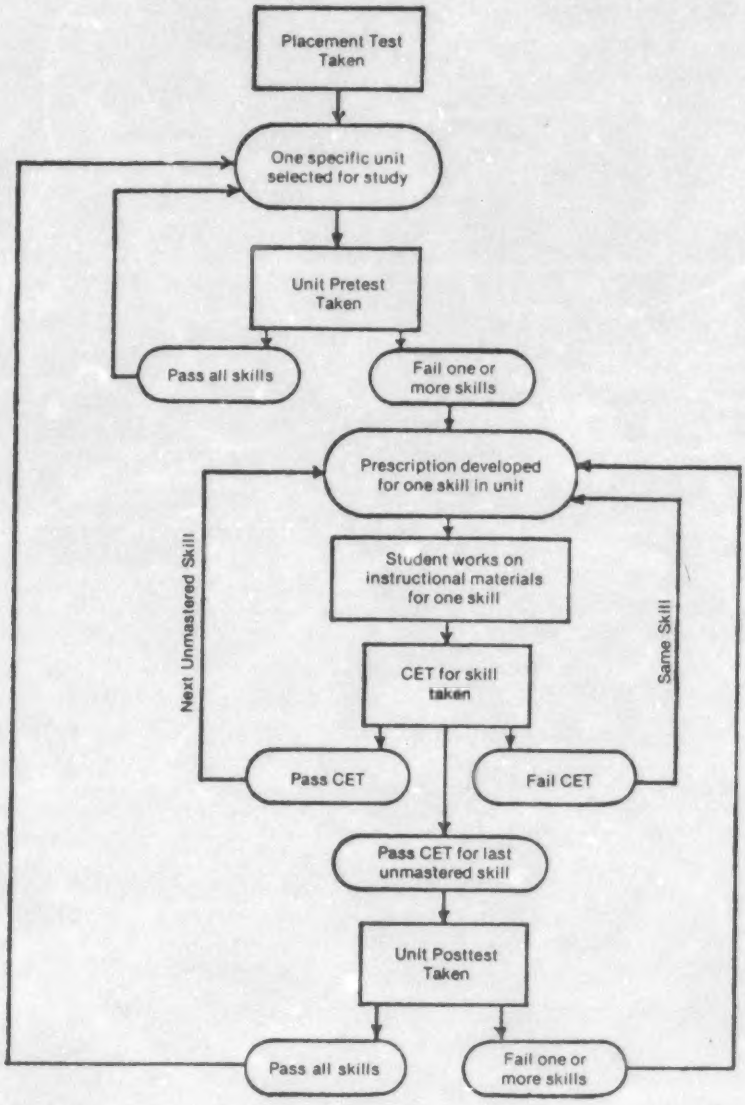

Placement Test Taken
One specific unit selected for study
Unit Pretest Taken
Pass all skills
Fail one or more skills
Prescription developed for one skill in unit
Student works on instructional materials for one skill
CET for skill taken
Next Unmastered Skill
Same Skill
Pass CET
Fail CET
Pass CET for last unmastered skill
Unit Posttest Taken
Pass all skills
Fail one or more skills

Figure C.
Flow chart of steps in the cycle for evaluating and monitoring of pupil progress in the IPI procedure

A DIAGNOSTIC PRESCRIPTIVE MODEL FOR TRAINING CLASSROOM TEACHERS

Roger Pankratz and John Williams

The efforts toward a diagnostic-prescriptive model of teacher education were begun in 1971 when three Teacher Corps projects established Minicourse Utilization Centers in cooperation with Far West Laboratory for Educational Research and Development. The primary purpose of these Utilization Centers was to demonstrate three distinct patterns for using Minicourses in university-based preservice and inservice teacher training programs.

Minicourses with a capital "M" are short, rigorously tested training materials which exemplify the philosophy that teachers are self-learners who can extend their repertoire of classroom skills by practicing them in a nonthreatning framework. The framework usually includes two to ten students, a videotape recorder and camera, a set of films, a teacher handbook, an empty room, and released time for microteaching. Minicourses usually take from four to six weeks to complete.

Steps in the Minicourse Instructional Model include:

1. Study skills - reading about teaching skills.
2. Observing skills - viewing illustrations of skills and a model lesson.
3. Practicing skills - planning, conducting and evaluating a microteach lession.
4. Refining skills - replanning, conducting and evaluating a reteach lesson.

In this process teachers tape themselves with their own students and use a form provided to evaluate their progress.

The State University College Center at Buffalo began in 1971 using seven Minicourses oriented toward the elementary teacher. Kansas State Teachers College of Emporia began with six Minicourses oriented toward the secondary teachers. Livingston University began with Minicourses oriented mainly toward the development of skills in the teaching of reading.

During that first year a series of seven seminars were held at each of the utilization sites to orient university and school personnel in the use of Minicourses. In addition the experiences of each of the three utilization centers were compiled in a monograph.

It became clear, however, by the end of the first year of operation that if Minicourses were to become an integral part of a competency-based teacher education program at least two major steps had to be taken. First, a diagnostic instrument was needed to assist both inservice and preservice teachers in determining where they could most profitably enter the Minicourse training program based on their own background and desire for training.

Secondly, it was felt by the personnel in all three Utilization Centers that each Minicourse could profitably be broken down into the specified skills taught in each of the lessons of a Minicourse. Each Minicourse contains four or five lessons. This skill breakdown would allow a teacher to develop a specific skill without going through the entire Minicourse package.

Thus, the second year of program operation took on quite different dimensions from the first year. The purpose of each of the sites changed from demonstration centers to program development centers which would develop and test a diagnostic-prescriptive process that would help teachers assess their teaching skills, identify their training needs and suggest specific training options. Instead of offering a smorgasbord of Minicourses, a diagnostic prescriptive process would result in a prioritized training plan of a specific Minicourse or parts of Minicourses.

From the beginning of the second year of operation, it was fully recognized by everyone in the program that interactive skills and the teaching of reading represent only two of many areas of teacher competence. These two areas, however, had the closest relation to the Far West Minicourses and it was believed that if a diagnostic-prescriptive training model could be developed for interactive skills and the teaching of reading, the model could be generalized to all other areas of teacher competence.

This generalized model or process for a diagnostic-prescriptive training program which grew out of the experience with interactive skills and the teaching of reading is based on the following set of assumptions:

1. Teacher performance in a given area can be measured by observing the critical behaviors of teachers in action.
2. Teacher performance can best be assessed under controlled conditions (i.e., specified objectives, specified content and 8-15 students, etc.).
3. The teacher's time for training is a commodity that is in short supply and must be used efficiently.
4. Training will be more effective where related directly to deficiencies in performance of which the teacher is aware.
5. Although analysis of teacher performance is made and specific training prescriptions are suggested, training will be more effective if the teacher can select those training experiences he feels are best for him/her from a prioritized list.
6. Training will be more effective when models of ideal or desired performance are defined and clarified in terms of critical behavior and agreed to by the trainee.
7. The analysis of teacher performance and the prescription of training is a complex process and requires the use of technology to be efficient.

To achieve the program objectives for the second year of operation based on the list of seven assumptions, the most difficult task faced was the development of a viable diagnostic process which has the following features:

a. The process would take a minimum of teacher time.
b. The process would be relatively non-threatening for the teacher.
c. The process would be a valid indicator of teacher performance level.
d. The process would include a diagnosis that could be keyed to training prescriptions.

With continued support through the Teacher Corps Program the State University College at Buffalo agreed to develop and test a diagnostic prescriptive model of training for the broad area of teacher-student interactive skills working primarily with elementary teachers in an urban setting. Kansas State Teachers College agreed to develop and test a similar model for interactive skills working primarily with secondary teachers in rural Kansas. The program which began at Livingston University was transferred to the Southern Consortium of Colleges for the second year and began the development and field testing of a diagnostic-prescriptive model in the teaching of reading at three sites, namely: Norfolk State College, Clark College, and Prairie View A & M.

In an effort to achieve the developmental program objectives at the three project sites, a series of components were designed and developed which together would comprise a diagnostic prescriptive model for training.

The first component to be developed was the *model lesson.* Model lessons describe the content and objectives to be used by the teacher while demonstrating his/her teaching skills. Model lessons usually provide pre-and postassessment measures to measure student achievement and level of thinking. Model lessons standardized to some degree the conditions under which skills are demonstrated.

Next, an *observation system* was developed which was sensitive to all of the teacher's and students' behavior that would indicate whether or not the desired teaching skills were demonstrated. A modified interaction analysis observation system using a recording time line was selected for observation because of its open-ended flexibility. An observation system which was sensitive to the desired outcomes related to the teaching of reading was developed separately for that aspect of the project working in the area of reading. In the reading area, skills related to language development, decoding and teaching style were considered the most critical. In the area of interactive skills the use of different kinds of questions, probing, use of students' ideas, accepting and using students' feelings, extending praise and criticism to include reasons and attention to the logical development of thoughts and ideas in the classroom were considered as the more critical behaviors.

The third component of the model developed was a system for constructing a *teacher profile* which would present a composite picture of a teacher's skill level when charted from observational data.

To determine areas of strength and weakness, the teacher profile had to include a comparison of skill levels to acceptable norms or desired models of teaching. At Buffalo, teacher profiles were compared to normative data collected from practicing inservice teachers. At the Kansas site, teacher profiles were compared with the inductive problem-solving teaching model suggested by model lessons used in the Minicourses. In the Southern Consortium, recognized outstanding public school and university professors in reading were used as standards for comparison.

Any model could be used as a standard of comparison as long as the model is seen as one to assist the teacher in developing skills that produce desirable learning outcomes in students.

The fourth and final component of the model was a system for analyzing the teacher profiles showing areas of strength and weaknesses and prescribing prioritized training based on demonstrated need.

This component was by far the most complex and most difficult to develop. A series of training prescriptions had to be keyed to each skill considered. In addition a system for prioritizing prescriptions had to be developed to insure more effective use of teacher-training time.

Suppose, for example, a teacher had deficiencies in seven different skill areas with a different set of training prescriptions. The teacher can work only on one or two areas at a time. What set of training prescriptions should we suggest such that the training will be most time effective in changing the teacher's composite behavior to become more like the desired model? A rather sophisticated, but easy to use system of processing observation data and suggesting prioritized training prescriptions based on training needs was developed which can be applied to any area of teacher performance.

In order to simplify the diagnostic-prescriptive model of training developed during the second year of project operation consider a seven-step process the teacher goes through when using this model:

Step 1. *Data I*

The teacher selects, plans, conducts, and records a 20-min. model lesson.

Step 2. *Analysis and Diagnosis I*

A tape of the model lesson is decoded and analyzed; a teacher profile with prioritized training prescriptions is prepared.

Step 3. *Prescription*

A training counselor meets with the teacher and explains the profile and the suggested prescriptions. The teacher selects a training plan.

Step 4. *Training*

The teacher obtains training and/or counseling according to the agreed plan.

Step 5. *Data II*

The teacher selects, plans, conducts and records a second model lesson.

Step 6. *Analysis and Diagnosis II*

The second tape is decoded and analyzed and the data is translated onto a teacher profile.

Step 7. *Evaluation*

The training counselor meets with the teacher to consider the growth pattern apparent from the behavioral changes documented through the comparison of the first and second teacher profiles.

During the second year of project operation this diagnostic-prescriptive process was piloted with only a few trainees. Field testing of the diagnostic-prescriptive model of training did not begin until the fall of 1973.

All three sites are now in the third year of project operation. It is the first year, however, that field test data is being collected in the use of the diagnostic-prescriptive process of training. Even though the field test data will not be available until the summer of 1974, preliminary data provide evidence that the process is working and that the model had wide applicability to many educational areas. By simply changing the program variables, any set of teacher behaviors, any model of teaching behavior, and any set of prescriptions can be used to provide diagnostic and prescriptive information for training.

To better understand how one might use the generalized diagnostic-prescriptive model of training in one's program for any area of teacher performance the following developmental process which contains seven steps is recommended:

Step I. *Identify Critical Teacher Behaviors*

For a given area of teacher performance identify those observable teacher behaviors which are believed critical to desired pupil outcomes.

Step II. *Select or Develop an Observation Scheme*

Develop an observation system which will measure the critical teacher behaviors identified and which is practical in terms of observer time.

Step III. *Identify Teaching Models*

Identify or develop teachers who exemplify the ideal of desired behaviors which are critical to pupil outcomes.

Step IV. *Identify a Set of Training Prescriptions*

Identify and/or develop a set of specific training experiences which can be made available to teachers for the selected area of teacher performance.

Step V. *Key Prescriptions to Critical Behaviors*

Classify each specific training prescription with respect to its effect on critical teaching behaviors.

Step VI. *Apply the Generalized Diagnostic-Prescriptive Scheme to Components I-V*

Operationalize the Diagnostic-Prescriptive process by inserting the components developed in steps I-V in the general Diagnostic-Prescriptive Model for Instruction.

Step VII. *Design Model Lessons*

Develop a set of model lessons which describe the conditions under which the teacher will demonstrate his/her teaching performance.

The Teacher Corps Project at Kansas State Teachers College has been piloting an Interaction Analysis decoding service during the past year. This service has been utilized by Teacher Corps Projects and teacher education institutions around the country on an "at cost" basis.

The participant trainee makes a 20-minute audio or video tape. The tape is sent to the analysis center where it is coded, key punched and subjected to computer analysis which prints out 50 direct and derived variables of verbal interaction. The teacher's performance is compared to an ideal profile and the degree of deviation is printed out. Finally, a prioritized prescription of learning activities is generated from a locally held list.

Options available include the use of one's own prescription list. The staff at KSTC can assist in analyzing any set of training materials to create a "pharmancy file" which the computer will utilize to print out training prescriptions based on the training material held.

The staff is interested in moving into areas other than verbal interaction. They would be interested in discussing the possibilities of utilizing the flexible "medical model" computer analysis program in providing service in any competency area of diagnosis and prescription for teacher training.

The cost is about $3 per 20-minute tape.

For further information or explication of the above, contact:

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TEACHING FOR APTITUDE TREATMENT INTERACTION

Kathleen M. Wulf

Educators who are aware of the great proliferation of identifiable individual differences within the classroom have been concerned that some highly valued methods of teaching are effective only with some students. A particular classroom treatment, for instance, shows remarkable results with one learner and fails miserably with the next. Rita and Kenneth Dunn (1972), in *Practical Approaches To Individualizing Instruction*, point out the fallacy of believing that there are some special teaching methods which are panaceas for instructing children. They assert that there are no magic answers for all. Other professional researchers in educational psychology, observing the same phenomenon, have labeled it "Aptitude – Treatment Interaction."

In 1970 Glenn H. Bracht alluded to the earliest work in ATI, reporting that Bloom (1968), Cronbach (1967), Gagne (1967), Glasser (1968), Jensen (1968) and others, "suggested that no single instructional process provides optimal learning for all students." With a set of objectives established, it only seemed logical that some students would be more favorably affected by an alternative program. As a result, more students would be likely to attain the objectives when teaching was differentiated for various types of learners. In practical terms, Bracht stated that the goal of ATI research is to "develop alternative instructional programs so that optimal educational payoff is obtained when students are assigned differently to the alternative programs" (Bracht).

In Travers' *Second Handbook of Research on Teaching* (1973), ATI is viewed as a high-risk research area with methodological problems. Nevertheless, Cronbach and Snow (1969) agree that in spite of weaknesses in conceptualizations of the necessary constructs, research in ATI ought to be encouraged because of the tenability of the expectations.

On the basis of such a brief research view of ATI, the classroom teacher or prospective teacher can see possibilities for his own personal use of theory. Regardless of the fact that he may not be oriented toward pure research in general, he can perceive a definite pragmatic value to the theoretical construct of ATI – if only to raise his own consciousness level in terms of dealing with a multiplicity of individual differences. The practitioner in the field now possesses a research framework wherein he can consider how to accommodate learners with differing aptitudes by use of alternative treatment methods.

In identifying aptitudes of learners, the term "personological variable" is appropriate. Any measure of individual characteristics, (e.g., abilities, interests, personality traits) can be defined as a personological variable. A "treatment" on the other hand is a method of teaching a student a particular lesson (assuming that various treatments can be employed to meet a given objective). Operationally, "Aptitude – Treatment Interaction" is defined as a relationship

between a particular personological variable and a methodological variable.

Using these working definitions, the author encouraged participants in a training session to employ what they had learned concerning ATI by identifying through brainstorming some aptitudes which they might wish to consider in prescribing treatments for their particular Teacher Corps target populations. The resulting list, even though rudimentary, included:

1. Health
2. Learning Styles
   a. Kinesthetic style
   b. Auditory style
   c. Tactile style
   d. Visual style
3. Personality Traits
   a. Aggression – Submission
   b. Dependency – Independence
4. Interests
5. Talents
6. I.Q.
7. Developmental Levels
8. Conceptual Levels

Similarly, the group of teacher educators produced a list of treatments or methodological variables that they appraised as worthwhile for at least some educational situations. The objective was to consider treatments, clearly not attempting to match for any hypothetical ATI. Among possible treatments were:

1. Teacher Lecture
2. Demonstration Teaching
3. Simulated Gaming
4. Role Play
5. Films and other Media Aids
6. Programmed Instruction
7. Inquiry Methods
8. Open Classroom Environments
9. Small group Learning Units
10. Behavior Modification Methods
11. Multi-Sensory Methods

Building upon an educator's own examination of aptitudes and treatments which are of particular interest to him, certain practical suggestions are offered. Specifically, the beginning teacher might ask, "How can I go about identifying the personological variables in my own class of students?"

1. First, the teacher can take advantage of the data that is readily available for each pupil. He can search the cumulative record for evidence of aptitude strength or weakness in each area of investigation.
2. The teacher can employ diagnostic tests of his own making to assess specific aptitudes.
3. The teacher can become aware of the cultural variables which affect aptitudes in his unique community.
4. The teacher can observe the child in his peer group. He might use a socio-gram to ascertain which students have leadership aptitude among the other pupils.
5. The teacher can make home visits to discover aptitudes not observed in school situations. Often special talents come to light only in this way.
6. Finally, the teacher can talk with the student individually, discussing with him how he thinks he learns the best.

In summary, these six suggestions are strategies whereby the teacher can get to know the student better. In short, the underlying implication is to *know each learner* especially in terms of his aptitudes.

Once a teacher has localized some of the aptitudes of each student, he is forced to face the task of deciding which treatments are most effective. Even more incapacitating is the overwhelming problem in making any move toward individualization instruction – i.e., that a teacher is only one person with limited instructional funds in one room with thirty learners. Still, however, a teacher can make a start toward providing alternative treatments for identified aptitudes.

1. At the outset the teacher can explore all pertinent instructional materials available in his content area. He must keep in mind his goal of the best learning situation for all learners.
2. Also before the actual instruction begins, the teacher can plan objectives in behavioral terms. He might consider alternative objectives for various areas of competency.
3. The teacher can form task groups or learning groups, temporary in nature, composed of children with similar aptitudes in a special area.
4. The teacher can allow for individual choice as much as possible. When treatments are varied, more alternative choices are available to the learner.
5. The teacher can enlist the support of other adults. Best sources might be fellow teachers, interested administrators, parent volunteers, and other community members.

Finally, the teacher has provided himself a rationale for the individualization of instruction. Innovations can be incorporated, not because they are new, but because they fit the aptitudes of some students in the classroom. Perhaps most important of all, the teacher will recognize the presence of differential aptitudes among his students and attempt to provide alternative treatments for them.

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THE SYNERGISTIC CURRICULUM PROCESS

Kathryn S. Atman

The Synergistic Curriculum Process (a condition wherein the whole is greater than the sum of the parts) occurs when cognitive and affective learning interact. As educators have placed increasing emphasis on competence in education, they have become more proficient in identifying behaviors they expect from learners. These are usually in the cognitive domain where objectives are easiest to write. Using behavioral verbs such as recall, recognize, explain, compare, contrast and justify, the teacher can identify and evaluate the student's classroom performance. However, a student's ability to recall eight out of ten items on a test gives no indication of the value he places on that knowledge – in fact, he may perform well cognitively but may feel that the subject is a "bunch of garbage." Just because the teacher writes, "The student will value democratic processes," in no way guarantees that he will do so. Unfortunately, the ease of writing cognitive behavioral objectives is in sharp contrast with the difficulty of writing affective objectives. However, the power of the learning experience may lie in the level of commitment of the student to the value (in his or her eyes) of the content – regardless of what the content is.

One part of the problem may be that we have tried to deal with too much affect – given the limitations of the classroom setting. One can *write* affective objectives from "receiving" to "characterization by a value complex"[1] but the crucial factor may only be in the ability of the teacher to move the student from "acquiescence in responding" (2.1 in the Krathwohl *Taxonomy)* to "willingness to respond" ... *that* is the key! How can the teacher facilitate movement from 2.1 to 2.2 for each student, given a content vehicle?

The Synergistic Curriculum Process, with four dimensions of teacher/student interaction, offers one way to facilitate that movement. Let us consider the four dimensions of the process and how the teacher's ability to move within the dimensions will result in cognitive and affective

1. Krathwohl, David R.; Benjamin S. Bloom; and Bertram N., Masia, *Taxonomy of Educational Objectives, Handbook II: Affective Domain*, New York: David McKay Company, Inc., 1964, pp. 95-174.

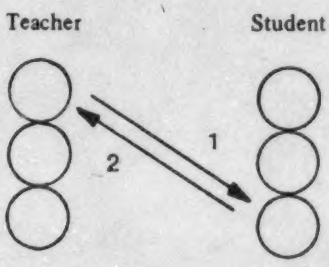
fusion for the student. Although we will look at the four dimensions separately, they are in fact operating simultaneously as each supports the other for maximum growth.

Dimension One: A Trust Climate

Erikson has described the basic conflict to be resolved – for both the newborn and the individual at any age facing a new, unexplored situation – as one of trust vs. mistrust.[2] The student entering a new classroom the first day of school anticipates some level of trust and acceptance based on his or her previous experiences (and the reputation of the teacher). The ability of the teacher to create the trust climate based on mutual respect is critical for the future success of that student.

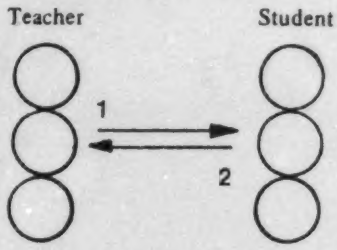
Dimension Two: Responsible Behavior

Both teachers and students must take full responsibility for their behavior. This involves first being aware of exactly *what* that behavior is, *why* it is, and the *effect* of that behavior on someone else. Transactional Analysis Personality Theory, developed by Eric Berne,[3] offers a set of concepts which enable an individual to examine his or her behavior and make a judgment as to the appropriateness of that behavior. Some basic concepts of the theory include the Parent Ego State, Adult Ego State, Child Ego State, and transactions. Traditionally, teachers have functioned in a parental role in the classroom and students have responded as submissive children.



1. Teacher: Sit quietly in your seat while you answer the questions at the end of the chapter. Then we will discuss your answers.
2. Student: All right.

A more appropriate transaction which will encourage the student's assuming more responsibility for his or her own learning will look like this.



1. Teacher: You know the topic for the next unit. Have you written a contract for the work you plan to do?

2. Student: I have found two or three things I'm interested in. I'll select one and present a contract to you showing how I will develop it. Can we talk about it 6th period?

In the Synergistic Curriculum Process, students as well as teachers share the responsibility for learning management and seek opportunities to enlarge the scope of their responsible behavior.

Dimension Three: Responsive Behavior

The capacity to be responsive is related directly to the development of sensitive listening and observing skills. It also involves a commitment to enhance others and provide for their optimum growth. Value sharing, a process identified by Harold Lasswell and applied to education and the classroom by W. Ray Rucker,[4] spells out a conceptual framework in which both teachers and students can learn to be responsive to each other. The value sharing process occurs when each individual chooses to enhance the other in one or more value areas: affection, respect, skill, enlightenment, influence, wealth, well being, and rectitude (responsibility). Responsiveness is a quality of interaction; value sharing is a vehicle which can promote the development of that quality.

Dimension Four: Couth 'n Coping

A teacher functions with couth 'n coping when he or she keeps these questions in mind – daily – as classroom management, instruction and the excitement of learning proceed.

Who needs to know?
Why?
When does (he/she) need to know?

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2. Erikson, Erik H., *Childhood and Society*, New York: W.W. Norton & Company Inc., 1950, p p. 247-251.

3. James, Muriel and Jongeward, *Born to Win*, Menlo Park: Addison Wesley Publishing Co., 1971.

4. Rucker, W. Ray; V.C. Arnspiger, and A.J. Brodbeck, *Human Values in Education*, Dubuque: Kendall, Hunt Publishing Company, 1969.

What is the interrelationship between the political, economic, sociological, anthropological, geographical, historical factors in the situation? (Perhaps best described as the frame of reference of the social scientist.)

The best ideas for students may be lost if a principal, who "doesn't know," is challenged by a parent, who "does," with the question, "*What's* going on in room 10 eighth period?" Administrative support for innovative programs is essential. Teachers and finally students need to identify and function within the political processes of the school, coping with the problem finding and problem solving opportunities that are there. Just because the student is handed a diploma at age eighteen, and goes through the magic door as a "graduate," there is no guarantee that he or she will become a responsible member of society. Coping behavior, a commitment to problem finding and problem solving, appears to have an increasingly important role in the preparation of students for life in our complex, interdependent world. The Synergistic Curriculum Process promotes coping behavior as the teacher actively seeks to open the door for providing 2.1 to 2.2 student growth.

Although two means by which teachers and students can arrive at the Synergistic Curriculum Process have been suggested here: Transactional Analysis and Value Sharing (and one might add value clarification, group process and other interaction strategies), in the final analysis it may not be the *vehicle* or set of strategies the teacher uses to achieve communication with a student that is important but the *quality* of the interaction between the two. The Synergistic Curriculum Process, and more broadly Synergistic Education, occurs when the teacher, making decisions within the growth atmosphere of the trust climate, behaves in a responsible/responsive, couth and coping manner and chooses to facilitate each student's growth in the same dimensions. This involves risk-taking for both the teacher and the student. Specifically, it calls for an authentic teacher who will risk mutual growth with students.

The "magic of learning," the "fusion between cognitive and affective learning," the "Synergistic Curriculum Process" – the exact descriptor doesn't matter. What *does* matter is a growing awareness and commitment on the part of teachers to enable students, through the means of content as vehicle, to know and accept themselves and others in an increasingly honest and meaningful way. As they do, each student will take a giant synergistic step toward reaching his or her learning potential. □

THE NEED FOR CONCEPTUALIZATION IN PROGRAM DEVELOPMENT

Kaye Stripling and Wilford A. Weber

Introduction

In this discussion, a Teacher Corps program is viewed as a temporary organization which has as its major purpose institutional change which is intended to improve the educational opportunities provided low-income, minority children. Thus, program efforts focus primarily on two goals: (1) facilitating the achievement of those institutional objectives which are intended to improve the quality of instruction experienced by children; and (2) facilitating the achievement of institutional objectives which are intended to improve the quality of the professional preparation experienced by preservice and inservice teachers. The internship – the major component of the program's instructional system – is the primary vehicle used to facilitate the achievement of those two sets of institutional objectives.

Therefore, the position taken here is that those who are responsible for program design, development, and operation should give particular attention to: (1) those conceptualization processes which contribute to the design of the program as a whole; and (2) those conceptualization processes which provide a foundation for the instructional system which is a major component of the total program.

Thus, the purpose of this paper is to briefly discuss the need for, and the nature of, conceptualization in the development of the Teacher Corps program and the instructional system which is a part of that program. Because of the focus of this session, only brief attention is given to the first of these processes – conceptualization of the total program – while somewhat greater emphasis is given to the second – conceptualization of the instructional system.

Program Conceptualization

Program conceptualization should be viewed as an important process which permeates program design efforts. The following appears to be a most useful sequence for designing a Teacher Corps program as it consists of a series of tasks which give appropriate attention to the need for program conceptualization. While recognizing that the accomplishment of such tasks tends to be contextual, the sequence presented here does seem both valid and useful.

1. Designers of the program – representatives from the community, school district, teaching profession, college, and state, for example – should agree that the purpose of the program is to bring about institutional change – consistent with institutional objectives – which will significantly improve the educational opportunities of low-income, minority children.
2. Designers should conduct a need assessment which provides an analysis of the multi-institutional context and determines the needs of each institution in light of its explicit – and implicit – philosophies, goals, and/or objectives.
3. Designers should identify those institutional objectives to which the program – given federal guidelines and resource realities – is appropriately able to commit and obligate itself; that is, to identify and select those institutional objectives which the program will undertake as program goals and objectives.
4. Designers should give greater specificity – in light of the programmatic context – to each of those institutional objectives selected and should confirm each as a program objective.
5. Designers – having conceptualized the purposes of the program and having specified those purposes in the form of objectives to which the program is committed – should: (a) design activities which have the potential to bring about the achievement of those objectives, (b) design evaluation procedures which will provide formative and summative information regarding the progress of the program with regard to those objectives; and (c) design a management system which can operationalize the program design; that is, manage the program so that it can achieve its objectives. (Specification of the management system and management tasks permits the development of those personnel role descriptions which are so vital to effective program operation.)

This very brief description of a program design sequence suggests that conceptualization is vital to the operation of the program. Conceptualization of program purposes and objectives provides a base for the design, development, and operation of program activities, evaluation, and management. The view here is that the greater the specificity and explicitness of that conceptualization, the greater the likelihood of program success.

Instructional System Conceptualization

Generally, the internship is viewed as the center of Teacher Corps programs; for it is this training which is seen as the major vehicle for achieving program objectives. However, the training of interns is only one component of the program's instructional system, for the program may be committed to the training of program staff, university faculty members, team leaders, principals, classroom teachers, community persons, and undergraduate teacher education students. Decisions in this regard result from the conceptualization of a program's instructional system. That conceptualization should build directly from the program's stated objectives and is twofold.

1. Designers of the instructional system – on the basis of the program objectives and the program design – should: (a) identify those persons the system will train; and (b) specify those role-related training objectives – competencies – which those individuals will be expected to acquire and demonstrate as a result of this training. This process results in a description of the instructional system's "curriculum content."
2. Designers of the instructional system should specify in great detail the operational characteristics of the instructional system; that is, designers should be very clear as to the nature of the instructional system. This process provides a foundation for the design, development, operation, and evaluation of the system.

Specification of Competencies

The specification of competencies should be built on a conceptualized role description; that is, specified in terms of the roles persons assume during the operation of the program – as in the case of program staff members and/or in terms of those roles persons are expected to play upon the completion of the program – as in the case of interns. The literature (Cooper, Jones, and Weber, 1973; Houston, Dodl, and Weber, 1973; and Johnson and Shearron, 1973) has adequately described these processes within a competency based instructional system context which is quite compatible with the efforts of most Teacher Corps programs. Consequently, little else on this subject is needed here. However, there are several recommendations offered for your consideration.

1. Program effectiveness is viewed here as a function of two interrelated factors: (a) effective planning (program conceptualization and design), and (b) competent personnel (persons who know and do their job well). It is a well-conceptualized program which allows persons to fully understand and appreciate their responsibilities and it is a well-conceptualized instructional system (and selection process) which provides those persons with the competence to fulfill those responsibilities. Team leaders are perhaps the best case in point.
2. Role conceptualization and competency specification is best accomplished through collaborative efforts which result in a consciously pluralistic view incorporating a multiplicity of inputs. The experiences of the authors suggest that a very effective team can be one consisting of university instructors and team leaders who operate as peers with the guidance and assistance of a program development specialist and who actively seek input from a broader range of program personnel (interns, community persons, state personnel, teachers, administrators, and colleagues).
3. The generation of competencies from clearly conceptualized role descriptions allows designers to move adequately related instructional activities to intended outcomes. This results in "more relevant" instruction and evaluation. And in turn, the traineee is greatly assisted by being aware of the program's expectations within the framework of his personal aspirations; that is, the trainee is better able to link the instruction he experiences to the role to which he aspires. This enhances motivation and learning.
4. The conceptualization process is often time consuming. However, in terms of the benefits to be gained, designers can profit by viewing it a time wisely invested rather than time wasted.

Specification of Instructional System Characteristics.

The specification of the instructional system's operational characteristics in advance of program operation is crucial, for it is this process – perhaps more than any other – which sets the "rules of the game." Educational research and the experiences of many programs suggest that many problems are avoided when operational expectations are known in advance.

Consequently, the operational characteristics of the instructional system should be detailed prior to the initiation of training activities – the rules must be established before the game begins.

In this regard, designers face many decisions. But a few are suggested below:

1. Will instruction be competency based? If so, to what extent will the instructional system be competency based? And what will be the program's operational definition of competency based instruction?
2. Will instruction be campus-based, campus-centered, field-centered, or field-based? And what will be the program's operational definition of that alternative it selects?
3. Will instruction be modularized? If so, to what extent will the instructional system be modularized? And what will be the program's operational definition of modular instruction?
4. Will instruction be personalized? If so, to what extent will the instructional system be personalized? And what will be the program's operational definition of personalized instruction?

Obviously, it is both possible and important that designers deal with dozens of questions such as the above examples; these include questions regarding admission procedures; evaluation, grading, and reporting policies; and instructor and support personnel roles. The point is this: it is far easier to deal with these issues prior to instruction for two primary reasons: (1) those who are responsible for operating the program can be more clear as to their responsibilites; and (2) those who are participants in the training can be more aware of what is expected of them. This knowledge permits both groups to make better personal decisions with regard to program. Indeed, only such knowledge lets one know what he is "getting into" and permits him to "buy in" or "buy out."

Summary

This paper has attempted to very briefly describe the need for conceptualization in both program and instructional system design. Those who undertake the design, development, and operation of a Teacher Corps Project are faced with a set of complex tasks – and far too little time and money. Consequently, very often the tendency is to give little time to conceptualization. This is particularly the case with regard to the instructional system. Too often development efforts consist of instructors making their courses "competency-based" by writing a few instructional objectives – usually behavioral objectives *"a la Mager"* – and putting together a few modules. The result is not a competency based instructional system – or for that matter any kind of instructional system at all, but rather a jigsaw puzzle of rather ill-fitting pieces. The intent here is not to condemn, for the press of time and lack of developmental resources has forced much of this on all who have undertaken such tasks. However, conceptualization of the program and of the instructional system is prerequisite to maximizing program effectiveness. It is clear that the benefits to be gained more than justify the effort. □

CHCALT*: A DESIGN FOR TEACHER TRAINING IN MULTICULTURAL EDUCATION

A Program Outline for the Bilingual/Cross Cultural Specialist Credential

M. Reyes Mazon

BACKGROUND OF THE PROGRAM

The "Teacher Preparation and Licensing Law of 1970," California Assembly Bill No. 122 or Ryan Act, established guidelines for issuing two kinds of credentials, teaching and services credentials. Teaching credentials are of four basic kinds:

1. Single subject instruction relative to specified subject matter courses, i.e.: for California high school or junior high school teaching.
2. Multiple subject instruction relative to California elementary school instruction and early childhood education.
3. Specialist instruction – any specialty requiring advanced preparation or special competence.
4. Designated subjects – relative to technical, trade, or vocational education.

During the Spring of 1974, San Diego State University is submitting professional preparation plans to the Commission for Teacher Preparation and Licensing in the following areas:

Services Credentials	*Specialist Credentials*
Administrative	Early Childhood
Health	Reading
Librarian	Special Education
Pupil Personnel	Bilingual/Cross-Cultural

The Institute for Cultural Pluralism, which was established in the School of Education at San Diego State University in September, 1973, as a resource facility in multicultural education, has been assigned by the School of Education to develop the Bilingual/Cross-Cultural Specialist Credential Program plan in accordance with program guidelines of California Commission on Teacher Preparation and Licensing.

The basis of the Bilingual/Cross-Cultural Specialist Credential (BCCSC) Program, the Community, Home, Cultural Awareness, and Language Training (CHCALT) model, is described below. It will be offered by the School of Education as a master's degree program in multicultural education.

Representatives from the various ethnic studies departments on campus, interested departments in the School of Education, the university at large, and representatives from school districts and community colleges in San Diego were invited to provide input in the development of the BCCSC program based on the model. In addition, the Institute for Cultural Pluralism has consulted with community representatives and educational organizations within San Diego County, and with university students relative to the program development.

Dr. M. Reyes Mazon, Associate Professor of Elementary Education and Director of the Institute for Cultural Pluralism, will coordinate the administration of the program in conjunction with the academic departments in the School of Education and the Office of the Dean.

A valid California teaching credential is prerequisite to the Bilingual/Cross-Cultural Specialist Credential. Candidates' individual programs will be supervised with input from the departments in which they hold credentials.

PREFACE TO THE PROGRAM

Given the multiplicity of ethnic groups in the United States, our educational systems should reflect the cultural differences inherent in American society. Cultural pluralism acknowledges the cultural and linguistic differences of children and the fact that a child's learning begins in his home and in his community. It accepts intrinsically the educational validity of this learning environment and builds upon it. Cultural, racial and linguistic differences are not viewed as negative components to be temporarily tolerated, but as integral, positive forces in American society. Cultural pluralism provides the vehicle by which the ideal of "equal educational opportunity" can be realized while at the same time giving the student a positive view of this cultural-historical heritage.

*CHCALT – Community, Home, Cultural Awareness, and Language Training

The culturally different groups of our society have suffered disproportionately from the cycles of poverty and limited personal and professional opportunities. To help break these cycles, the educational system must become comprehensively responsive to cultural pluralism. This implies that all programs involved in teacher training, curriculum development, and educational administration need to be multi-cultural.

With these goals in mind, a teacher training model – Community Home, Cultural Awarness and Language Training (CHCALT) – was developed for Teacher Corps in 1970. The CHCALT model is based upon the following features, which are considered essential for any multi-cultural education program:

1. Philosophy of education for the linguistically and culturally different.
2. Sociocultural sensitivity – home and community based.
3. Self-concept as a primary element in the education of the linguistically and culturally different.
4. Language as a special dimension in the education of the linguistically and culturally different.
5. Value on language differences and how language varies for different people, as opposed to the "language-deficient" point of view.
6. Assessment techniques for oral language, as a training strategy and as a diagnostic tool in the education of children.
7. Language behavior objectives and instructional strategies to fulfill these objectives.
8. Strategies for educational reform as part of the overall CHCALT program.
9. Cultural pluralism as it relates to the schools, communities and to the training of teachers and specialists.

CHCALT: AN OUTLINE OF THE MODEL

Incorporating these nine elements as the major goals of the program, the CHCALT teacher training model is divided into four basic components: (See Appendix, p. 86, Fig. 1.)

1. Philosophy of Education for the Culturally and Linguistically Different.
2. Sociocultural Awareness – Home and Community based.
3. Oral Language and Assessment Techniques.
4. Diagnostic and Prescriptive Strategies.

The first phase of the CHCALT model introduces candidates to the study of culture from a multidisciplinary perspective – anthropological, sociological, psychological, aesthetic, linguistic and historical. Phase two, the sociocultural awareness component, is completely community based and provides candidates with the opportunity to observe and to experience life in the community of the culture they select.

Equipped with a multidisciplinary perspective of culture and actual experience in the life of the community, candidates are prepared to approach phase three of the model, oral language and assessment techniques. This component involves a thorough understanding of the cultural and community context of children's language and the role of language as a means of communication, transmittal of culture, and sociocultural identification. In phase four, diagnostic and prescriptive strategies, candidates acquire the skills to adapt and devise diagnostic tools and methods of prescription which are specifically suited to the needs of the community and the culture of the children they will teach.

The CHCALT program is performance based with individualized learning experiences as a primary goal. Candidates will be able to specialize in any one of the following cultures: Mexican American, Native American, Afro-American, or Asian American.

Elements of the program which provide a general orientation toward bilingual/cross-cultural teaching needs and techniques are applicable to all candidates regardless of their selection of target culture. Experiences and competencies which are specific to the culture of specialization will be performed in relationship to the target culture community.

The salient features of each of the four components of the CHCALT model are outlined below. A list of the specific competencies considered essential for achieving the goals of each component is followed by a rationale for the program component.

CHCALT – Phase I: Philosophy of Education for the Culturally and Linguistically Different

This component forms the philosophical basis for the professional preparation as a whole. It is designed to enable candidates to achieve competence in viewing culture from the perspectives of each of the six academic disciplines shown below. Its purpose is to provide a theoretical framework for discerning and understanding the living and learning styles of their pupils. (See Appendix, Figures 2 and 3.)

a. the ability to view a culture from an *anthropological perspective* using a holistic, multidisciplinary approach to the study of man,
b. the ability to view a culture from a *sociological perspective*,
c. The ability to view a culture from a *psychological perspective*,
d. the ability to view a culture from an *aesthetic perspective*,
e. the ability to view a culture from a *linguistic perspective*,
f. the ability to view a culture from an *historical perspective*.

In order to provide candidates with a multidisciplinary framework for viewing and participating in a particular community, culture will be studied as patterned ways of behavior which define a group and hold it together. Candidates will recognize the function of role definitions within the group, positive and negative values for given behaviors, and needs for acceptance within the framework defined by the group. The aesthetic values, the language values, the way in which speech and self-expression are valued within a culture, and the group's own sense of its past will all be looked at by the candidates as a means for understanding any given culture. Candidates will develop an understanding of the target culture by studying the historical past of the particular culture from the community's own perspective.

Candidates will be able to look at themselves as members of their own cultures and at the members of other cultures as each having learned a prescribed set of behaviors, roles, and values. Candidates will understand the magnitude of the learning which any child has achieved and will achieve independent of the school. Candidates will confront the need for integrating the learning process which is to be facilitated by the school with the learning process which is a central part of the individual's life within any given culture or cultures.

CHCALT – Phase II: Sociocultural Awareness

The sociocultural awareness component is completely community based and incorporates field activities which will provide candidates with the opportunity to observe and to directly experience life in the community of the culture they select. As the competencies below indicate, the candidates' knowledge of culture will be integrated with an understanding of the home and community context of culture and with an understanding of how they relate to other cultures within the framework of their own cultural background. (See Appendix, Figure 4.)

A. *Home-Family Relations*

Knowledge of the contemporary life styles and culture of the target population selected by the candidate.

B. *Community*

Knowledge of the functions and relationships among the community, schools, and the other institutions in the community selected by the candidate.

C. *Culture*

1. Knowledge of the cultural and historical development of the target population selected.
2. Knowledge of the cultural and historical heritage of the generic culture.
3. Knowledge of the main features of the dominant society.
4. Knowledge of the cultural and historical representation of the target culture selected.

D. *Personal Awareness (Self-Development)*

1. Knowledge of skills in interpersonal effectiveness and personal development.
2. The ability to deal with conflict and confrontation.
3. An awareness of self in relationship to one's own culture and to other cultures.

Candidates will make individual choices of specialization in terms of a particular target culture, and field experiences will provide an opportunity for observation and participation in the current life styles of the culture. Along with customs, attitudes and values which are characteristic of the culture, candidates will observe family relationships and child-rearing practices. They will also study the historical development of the culture.

The emphasis in this component is to provide skills that will enable candidates to *communicate* in a realistic manner with the target population and to develop positive attitudes about the people and their living styles. Information gained about the cultural-historical heritage of the target culture will further enhance the understanding of the current life styles of the community and provide resources for the selection of materials which will be culturally relevant to the children they will teach.

A strong awareness of self and development of skills in interpersonal relations and communication are also an important part of the sociocultural awareness component. Not only will these skills enable the candidate to communicate more effectively with the community, but they will provide a background for creating an environment in the classroom which will lead to pupils' achievement of improved skills in interpersonal relationships, self-development, and positive self-concept.

CHCALT – Phase III: Oral Language and Assessment Techniques

Equipped with a multidisciplinary perspective of culture and actual experience in the life of the target community, candidates can achieve in phase three of the model a thorough understanding of the cultural and community context of children's language and the role of language as a means of communication, transmittal of culture and sociocultural identification. Competence in the four areas listed below is stressed: (See Appendix, Figure 5.)

A. *Communication*

The ability to conduct classroom and school activities in the target language and to communicate effectively with members of the community in the target language, as appropriate.

B. *Social Function*

To know the functions and variations of regional and social dialects within language systems and be familiar with dialect features.

C. *Characteristics*

To know the linguistic features which comprise the target language system and how they are contrasted with parallel features of the dominant language.

D. *Diagnosis of Differences, Dominance, and Comprehension*

The ability to diagnose and evaluate individual language learning needs in a bilingual situation – including testing procedures and methods.

A knowledge of the linguistic characteristics of the target language as compared to the characteristics of standard American English is a prerequisite to oral language assessment. As a further foundation for evaluation, candidates must know how to use the language effectively and must be familiar with the form which that language takes in a given community. They must know the social characteristics of the language and be able to use the oral language of the target community in a manner which recognizes its sociolinguistic requirements.

This background will provide candidates with the ability to evaluate the oral language performance of pupils in the target population determining dominance, degree of comprehension and needs for language instruction, as a basis for placement and individualized prescription. The component will further provide candidates with a positive attitude toward language differences and enable them to utilize the language children bring to school as a basis for expanding their linguistic ability and reinforcing a positive concept of self, home and community through that language.

CHCALT – Phase IV: Diagnostic and Prescriptive Strategies

This component allows candidates to translate the knowledge and skills gained in the first three components into specific classroom strategies and activities. As the competencies listed below indicate, effective learning experiences for linguistically and culturally different children are based on individualized teaching strategies which can only be accomplished through a series of techniques designed for each individual child. (See Appendix, Figure 6.)

A. *Individualized Instruction*

1. An awareness of how Bilingual/Bicultural influences affect and differentiate learning styles.
2. A knowledge of how home and community environment affect and differentiate learning behavior and styles.
3. A knowledge of how individualized instruction accomodates different learning styles.

B. *Small Groups and Peer Teaching*

The ability to utilize paraprofessionals, community members and community resources in the diversification of classroom strategies and the facilitation of individualized and group instruction.

C. *Performance Criteria*

The ability to establish realistic criteria for performance in a Bilingual/Cross-Cultural classroom.

D. *Relevant Diagnosis*

The ability to devise criterion-referenced tests to evaluate an individual student's ability in terms of established criteria specifically designed for culturally and linguistically different children.

E. *Strategies: Language Arts, Self-Concept, Social Studies*

The ability to devise teaching strategies and materials which are culturally and linguistically appropriate and which will lead to the achievement of criteria specifically designed for culturally and linguistically different children.

F. *Relevent Materials*

The comprehensive knowledge of recent research findings, available materials, and curricula for bilingual/cross-cultural teaching techniques, and how to adapt and utilize these resources.

Individualized instruction is essential in providing learning experiences which will be meaningful for culturally and linguistically different children. Not only do these children come to school with a wide range of linguistic ability and varying degrees of bilingualism or bidialectism, but each individual child has his own set of learning behaviors and styles which cannot be accommodated with one method of instruction.

Candidates will study how home, and cultural and linguistic factors influence learning stages, abilities, and behaviors of children in order to gain skills in identifying these patterns in individual children.

In order to develop skills in adapting and devising materials for individualized instruction, candidates are provided with an opportunity to learn competency based techniques in establishing criteria, designing diagnostic criterion-referenced tests, and developing instructional strategies based on these instruments which will provide meaningful and effective learning experiences for individual and group situations. Candidates will also make studies of current research findings on culturally and linguistically different children and become familiar with existing materials and curricula designed for the bilingual/cross-cultural classroom.

Institute for Cultural Pluralism
San Diego State University

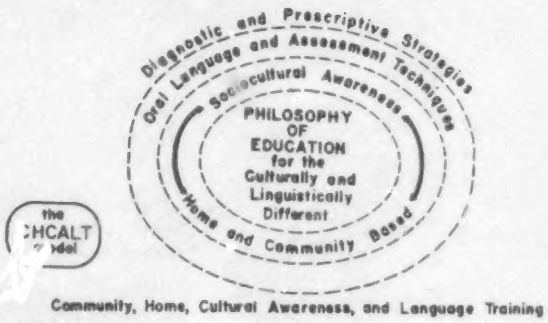

Diagnostic and Prescriptive Strategies
Oral Language and Assessment Techniques
Sociocultural Awareness
PHILOSOPHY OF EDUCATION for the Culturally and Linguistically Different
Home and Community Based
the CHCALT model
Community, Home, Cultural Awareness, and Language Training

Figure 1: Outline of the Model

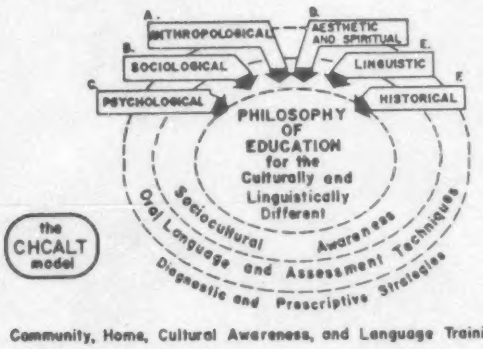


Figure 2: Philosophy of Education for the Culturally and Linguistically Different

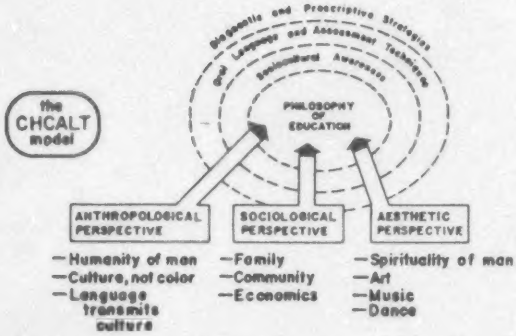
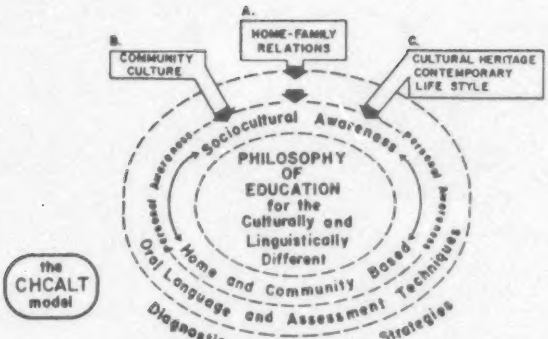


Figure 3: Philosophy of Education (examples of disciplines)


A. HOME-FAMILY RELATIONS
B. COMMUNITY CULTURE
C. CULTURAL HERITAGE CONTEMPORARY LIFE STYLE
Sociocultural Awareness
PHILOSOPHY OF EDUCATION for the Culturally and Linguistically Different
Home and Community Based
Oral Language and Assessment Techniques
Diagnostic and Prescriptive Strategies
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Community, Home, Cultural Awareness, and Language Training

Figure 4: Sociocultural Awareness

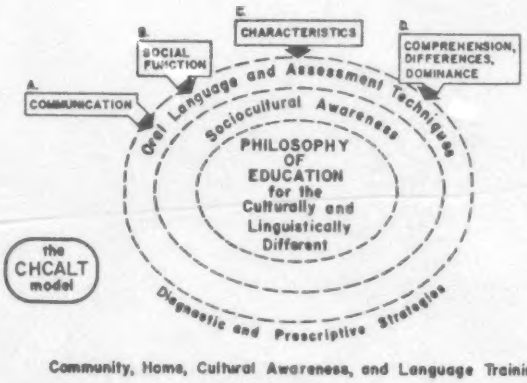
A. COMMUNICATION
B. SOCIAL FUNCTION
C. CHARACTERISTICS
D. COMPREHENSION, DIFFERENCES, DOMINANCE
Oral Language and Assessment Techniques
Sociocultural Awareness
PHILOSOPHY OF EDUCATION for the Culturally and Linguistically Different
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Figure 5: Oral Language and Assessment Techniques

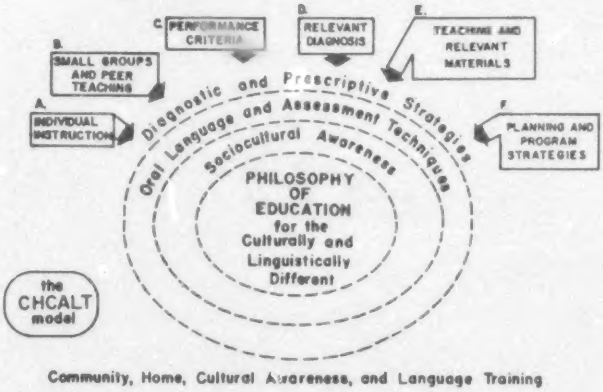
A. INDIVIDUAL INSTRUCTION
B. SMALL GROUPS AND PEER TEACHING
C. PERFORMANCE CRITERIA
D. RELEVANT DIAGNOSIS
E. TEACHING AND RELEVANT MATERIALS
F. PLANNING AND PROGRAM STRATEGIES
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Figure 6: Diagnostic and Prescriptive Strategies

MINNEAPOLIS PUBLIC SCHOOLS/UNIVERSITY OF MINNESOTA

TEACHER CENTER PROJECT OPEN - 1973-74

Kenneth R. Howey

PROGRAM RATIONALE

Increasingly there are pressures across our nation for "open" schools. This movement is confronted with several crucial questions. What defines an open school? For what kind of students is an open school or classroom comfortable and productive? What kind of teachers and other educational personnel are needed to operate a successful open school?

What Defines an Open School?

The position taken here is that there is not nor should there be a standard or official "government inspected" model for the open school. Openness to a large extent is finally determined by how the basic elements of a school are organized – time, space, materials, teachers, children, and resources. The question is really one of *how open* do I want to be and can I, in fact, be to accomplish what I believe is important for kids. The degree to which a person is committed to basic assumptions or goals such as the following will begin to determine how open his school is and what it will look like.

Sample Assumptions

Play is not distinguished from work as the predominant mode of learning in early childhood.

Little or no knowledge exists which it is essential for everyone to acquire.

Children beginning at an early age have both the competence and right to make significant decisions concerning their learning.

Sample Goals

Children will identify those skills and behaviors conducive to effective group work and utilize them in processing their own and other's behavior in their group efforts.

Children will continually evaluate the implications, ramifications and consequences of their decisions about what they choose to do in school.

Children will continually evaluate and reorganize their learning environment.

Once a person has critically examined and clarified his basic assumptions about children and how they develop and learn, then basic priority goals can be set and finally decisions about "how open" can be made. This process is an integral aspect of Project Open. How open should one be with respect to . . . the multiple and varied learning spaces needed, . . . how fluid and flexible times schedules can be, . . . the range and variety of materials and resources desired, . . . the range and variety of "teachers" needed and . . . the diverse types of children's groupings which are necessary to meet certain social-psychological goals.

What Kinds of Teachers?

While open schools will vary in both physical structure and instructional format, it is assumed that there are some basic skills and competencies which are fundamental to teaching success regardless of the specific situation. Efforts at assessing the needs of those engaged in open school/classroom teaching were undertaken during the 1972-73 school year. Considerable time was also spent in analyzing roles defined for and tasks assumed by teachers in these schools. This study resulted in the following priority skill development areas for open school teachers.

1. Increased diagnostic skills and skills in using tools to more systematically observe and collect data about children and their instructional patterns.
2. Increased skill in setting goals with children, in designing and sustaining independent and small group study, increased skill in examining alternatives, implications and consequences of choices with children.
3. Increased skill in working with children in processing behavior in a group, making decisions and solving problems collaboratively.
4. Increased skill in monitoring, record-keeping and sharing information on learners.
5. Increased skill in working in "teaching teams" of various kinds.
6. Increased skill in working with interdisciplinary curricular efforts.
7. Increased skill in designing curriculum for children's experiences such as in the language experience approach.

The college faculty decided upon a number of goals for itself. Just as there are some basic variations in the teacher's role in an open classroom as opposed to a more conventional setting, it was assumed some role modifications for faculty were necessary in this project as well. The following list of twelve priorities were set for the faculty in implementing this program. Also included is an outline of how the teacher preparation curriculum was revised and a refined list of outcome objectives for open school teachers.

Project *OPEN*

General Program Goals

1. That the faculty "model" what is desired for the students.
2. That the student be exposed to a "1,000 slices of schooling" before formal entry into the program. That for a concentrated period of time prior to fall quarter entry he tastes fully of the real world of education, from classrooms to school board meetings.
3. That the student's learning be personalized and individualized as much as possible. That learning modules be developed which have multiple entry points, learning paths, and exit points. That modules or courses are not time bound.
4. That students have more formal opportunities to negotiate and choose with respect to their learning.
5. That more explicit performance criteria be developed by faculty and students.
6. That the student be exposed to more interdisciplinary planning and teaching within the Division (math-science) and between areas in the College (elementary social studies and sociological foundations). That more genuine dialogue and debate be openly demonstrated for and engaged in with students.
7. That students have in-depth experience in the inner-city community.
8. That students continually refine teaching skills by teaching their fellow students in the same peer group throughout their pre-service program. A group of ten students would be assigned to a professor and meet each week. Emphasis would be not only on general congitive teaching skills but on affective communicative skills. (Hopefully, staff from the Office of Student Personnel can more formally be incorporated into this design.)
9. That students be engaged in the decision-making process of the program.
10. That advanced graduate students in counseling psychology be incorporated as process observers to facilitate a range of on-going student/faculty instructional formats.
11. That more and better coordinated laboratory-clinical experiences be incorporated into the program.
12. That continued close affiliation with one professor be organized to facilitate the development of priority skills and competencies on a continuing basis throughout the program. These skills will serve as the core around which various curricular modules and course are developed. Some initial priorities are:
    (a) decision-making and problem-solving skills
    (b) risk-taking climate
    (c) individual and organizational change skills
    (d) communication and team building skills
    (e) personal assessment skills
    (f) audio-visual skills

Global Goals for OPEN School Teachers

Teachers should know how to acquire substantial information about a student behavior, interest and activity outside of the school setting.

Teachers should have multiple strategies for putting a student into touch with the world outside of school.

Teachers should understand the decision-making process so that they in turn can help students not only make decisions but analyze and evaluate those decisions.

Teacher should understand the goal-setting process with students and the continuing aspects of what is done once goals are set in terms of reinforcement and completion.

Teachers should have multiple strategies for integrating desired goals. Teachers should be able to select organizing centers which integrate cognitive, social and attitudinal concerns simultaneously.

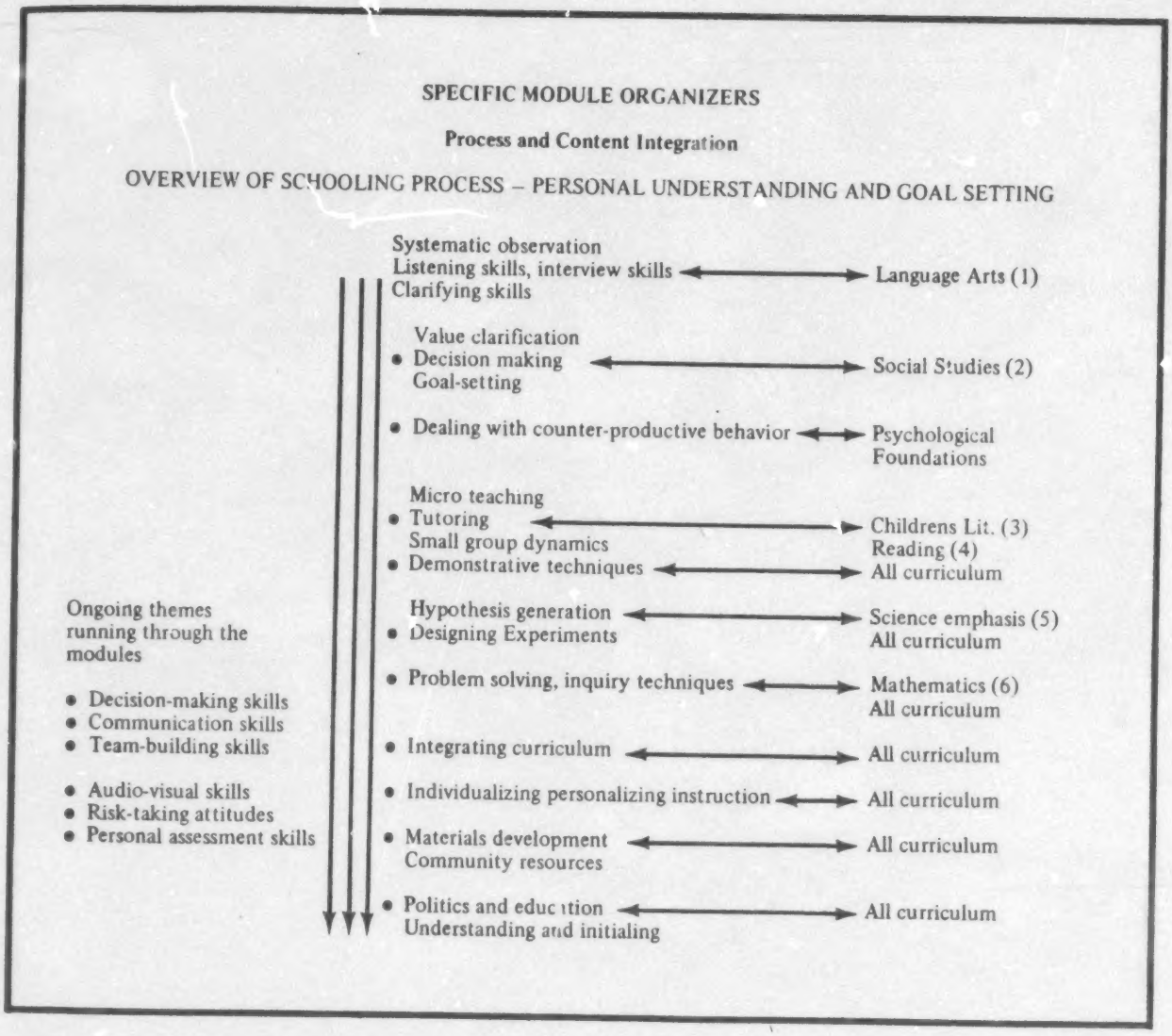
Teachers should have the organizational capability to engage student in multiple learning activities simultaneously.

Teachers should have specific strategies for helping students work effectively in groups since much individualization of instruction will occur in small groups.

Teachers should understand the multiple ways in which space and materials within a room, within a school and on a school campus can be flexibly and continuously arranged to accommodate different types of learning.

Teachers should have specific strategies for recruiting and/or enlisting a variety of support personnel and volunteer resources on a continuing basis. Teachers should have specific skills in getting people to plan and work effectively together in a group.

Teachers should have multiple strategies for systematically observing and recording in the school environment what choices children make in terms of task, play and social interaction.



Teachers should have multiple strategies for observing and analyzing their own structuring and teaching behavior.

Teachers should know of multiple options and numerous strategies for them to assume a focused learner role.

Teachers should have specific skill in diagnosing the causes of non- or counterproductive behavior in students and specific strategies for intervening and remediating that behavior.

Teachers should have specific skills and strategies for engaging students in humor and relaxation.

Teachers should have specific skills in assisting students with their oral and non-verbal communication.

Teachers should have multiple strategies for the application of 'basic skills' to solving real problems. Teachers should understand multiple problem-solving appraoches and assist youngsters in an applied skill approach to learning. ■

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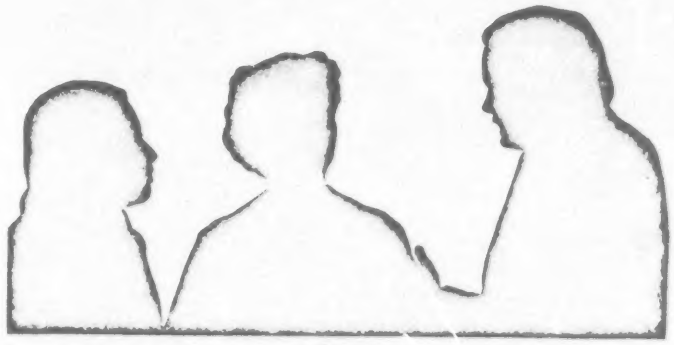

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